DOCUMENT RESUME

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ABSTRACT

The Educational Resources Information Center (ERIC) is a national information system designed to provide users with ready access to an extensive body of education-related literature and other educational resources through its 16 subject-specific Clearinghouses, associated adjunct Clearinghouses, and support contractors. These publications consist of digests, bibliographies, state of the art reviews, and information syntheses of various types. This 28th bibliography provides citations, abstracts, and indexes for 1997. An introduction describes the ERIC system, Clearinghouse publications, the organization of this bibliography, the availability of Clearinghouse publications, and adjunct Clearinghouses. A statistical summary by year (1968-1997) shows the number of publications included for each Clearinghouse in the series of which this bibliography is the most recent. Two hundred and forty-eight documents are listed, provided from the following Clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Student Services; (3) Reading, English, and Communication; (4) Educational Management; (5) Disabilities and Gifted Education; (6) Languages and Linguistics; (7) Higher Education; (8) Information and Technology; (9) Community Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/Social Science Education; (14) Teaching and Teacher Education; (15) Assessment and Evaluation; and (16) Urban Education. Citations are arranged by Clearinghouse. Within each Clearinghouse section, documents are listed in accession number order. A sample citation is provided immediately preceding the citation section. Three indexes are provided: Subject, Personal Author, and Institution. A diagram of ERIC system components and a directory of ERIC components with addresses, telephone and fax numbers, and brief descriptions of the Clearinghouses' scope areas are also provided. A form for ordering microfiche or paper copy of ERIC Clearinghouse publications from the ERIC Document Reproduction Service is attached. (AEF)

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Clearinghouse and Support Contractor Publications

1997

IR 057372

EDUCATIONAL RESOURCES INFORMATION CENTER

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Educational Resources Information Center (ERIC)

ERIC®

Clearinghouse and Support Contractor Publications

1997

An Annotated Bibliography of Digests, Information
Analysis Products, and Other Major Publications
of the ERIC Clearinghouses and Support Contractors
Announced in *Resources in Education* (RIE)
January-December 1997

September 1998

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PS — Elementary and Early Childhood Education ... 29
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TM — Assessment and Evaluation ... 40
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ERIC-at-a-Glance (ERIC system components graphically displayed) (ERIC Ready Reference #19)
ERIC Clearinghouses (and Other Network Components) (ERIC Ready Reference #6)
ERIC Document Reproduction Service (EDRS) — Order Form

Introduction

The ERIC System

The Educational Resources Information Center (ERIC) is a national information system designed to provide users with ready access to an extensive body of education-related literature and other educational resources. Established in 1966, ERIC is supported by the U.S. Department of Education, Office of Educational Research and Improvement, National Library of Education.

The ERIC database, the world's largest source of education information, contains more than 950,000 abstracts of documents and journal articles on education research and practice. Each year approximately 30,000 new records are added. The ERIC database is available in many formats at hundreds of locations. The ERIC database can be accessed online via commercial vendors and public networks, on CD-ROM, or through the printed abstract journals, *Resources in Education* (RIE) and *Current Index to Journals in Education* (CIJE). The database is updated monthly (quarterly on CD-ROM), ensuring that the information received is timely and accurate.

The ERIC system, through its 16 subject-specific Clearinghouses, associated adjunct Clearinghouses, and support contractors, provides a variety of services and products that can help users stay up-to-date on a broad range of education-related issues. Products include research summaries, digests, bibliographies, reference and referral services, computer searches, and document reproductions.

ERIC is at the forefront of efforts to make education information available through computer networks. ERIC is available to thousands of teachers, administrators, parents, students, and others through electronic networks, including the Internet, World Wide Web, and America Online. Network users can read and download information on the latest education trends and issues. On some systems, users can direct education-related questions to AskERIC and get a response from an education specialist within 48 hours.

ERIC Abstract Journals

Documents and journal articles selected for the ERIC database are announced in two printed abstract journals each of which corresponds to an electronic file that is made available for computer searching (online, CD-ROM, Internet, etc.) on a worldwide basis.

Resources in Education (RIE) is a monthly abstract journal devoted to the document literature. Each issue announces approximately 1100 documents. RIE is published by the U.S. Government Printing Office (GPO) and is available on subscription from GPO.

Current Index to Journals in Education (CIJE) is a monthly index journal that cites journal articles from over 900 education periodicals/serials. The core journal literature in the field of education is covered, as well as numerous other education-related articles appearing in journals peripheral to the field. Each issue of CIJE announces approximately 1500 journal articles. CIJE is available on subscription from Oryx Press.

ERIC Clearinghouse and Support Contractor Publications

In addition to collecting the literature of education for announcement in RIE and CIJE, the ERIC Clearinghouses analyze and synthesize the literature into research reviews, bibliographies, state-of-the-art studies, interpretive studies on topics of high current interest, digests, and many similar documents designed to meet the information needs of ERIC users. These publications are announced in RIE and are available in the ERIC microfiche collections provided by the ERIC Document Reproduction Service (EDRS).

Bibliographies of ERIC Clearinghouse and Support Contractor Publications

Periodically, ERIC prepares bibliographies of its Clearinghouse and other support contractor publications. Only substantive publications are selected for these bibliographies. Routine brochures, accession lists, computer searches, newsletters, etc., are not normally included. This is the twenty-eighth bibliography in the series. All items in the series to date are listed below.

	Accession Number of Bibliographies	Pages	Period Covered	Number of Items
1.	ED-029 161	24 p.	FY 1968	149
2.	ED-034 089	34 p.	FY 1969	240
3.	ED-041 598	47 p.	FY 1970	366
4.	ED-054 827	54 p.	FY 1971	416
5.	ED-077 512	55 p.	FY 1972	415
6.	ED-087 411	74 p.	FY 1973	396
7.	ED-126 856	144 p.	FY 1974-75	534
8.	ED-168 608	168 p.	FY 1976-1977 (through Dec. 1977)	600
9.	ED-180 499	74 p.	JAN-DEC 1978	211
10.	ED-191 502	58 p.	JAN-DEC 1979	159
11.	ED-208 882	64 p.	JAN-DEC 1980	176
12.	ED-224 505	72 p.	JAN-DEC 1981	173
13.	ED-237 098	61 p.	JAN-DEC 1982	181
14.	ED-246 919	52 p.	JAN-DEC 1983	117
15.	ED-261 711	61 p.	JAN-DEC 1984	142
16.	ED-271 125	62 p.	JAN-DEC 1985	176
17.	ED-283 535	89 p.	JAN-DEC 1986	229
18.	ED-295 685	86 p.	JAN-DEC 1987	239
19.	ED-308 881	90 p.	JAN-DEC 1988	284
20.	ED-321 774	82 p.	JAN-DEC 1989	256
21.	ED-335 060	120 p.	JAN-DEC 1990	355
22.	ED-348 053	96 p.	JAN-DEC 1991	262
23.	ED-358 865	87 p.	JAN-DEC 1992	275
24.	ED-369 420	111 p.	JAN-DEC 1993	267
25.	ED-394 527	69 p.	JAN-DEC 1994	211
26.	ED-395 595	73 p.	JAN-DEC 1995	213
27.	ED-411 872	77 p.	JAN-DEC 1996	223
28.	ED-XXX XXX	86 p.	JAN-DEC 1997	248
			TOTAL (1968-1997)	7,513

This bibliography covers the calendar year period from January through December 1997. It lists a total of 248 documents. Publications that have been produced through the cooperative endeavors of two or more Clearinghouses, or by ERIC Support Contractors other than Clearinghouses, have been listed under the Clearinghouse processing the item for announcement in the ERIC abstract journal *Resources in Education* (RIE).

Organization of This Bibliography

The format and arrangement of citations in this bibliography conform to that in the original announcement in RIE. Citations are arranged by Clearinghouse. Within each Clearinghouse section, documents are listed in accession number order. The content of the citations is the same as that in RIE. A sample citation is provided immediately preceding the citation section.

Three indexes are provided: Subject, Personal Author, and Institution. Index entries lead the user to an accession number. The Clearinghouse section in which the item is listed is indicated by a two-character alphabetic code in parentheses following the accession number, e.g., ED-123 456 (TM).

Availability of ERIC Clearinghouse and Support Contractor Publications

ERIC Clearinghouse publications are published by the individual ERIC Clearinghouse responsible for producing them. As long as stocks last, original copies are usually available directly from the responsible Clearinghouse. In addition, however, they are announced in RIE. They are then contained in all ERIC microfiche collections and may be ordered in microfiche or paper copy from the ERIC Document Reproduction Service (EDRS).

For instructions on how to order materials from EDRS, see the appendixes in the back of this publication.

Adjunct ERIC Clearinghouses

An Adjunct ERIC Clearinghouse is an organization having a special interest in a topic within a regular ERIC Clearinghouse's scope and willing to affiliate itself with that Clearinghouse, at no cost to ERIC, for the purpose of improving bibliographic control over the literature in the special interest area.

There are currently a total of ten Adjunct ERIC Clearinghouses: Child Care; Clinical Schools; Consumer Education; Entrepreneurship Education; ESL Literacy Education; International Civic Education; Law-Related Education; Service-Learning; Test Collection; and U.S-Japan Studies. During 1997, some of these organizations produced publications of their own. These publications are highlighted in a special "Adjunct" resume section immediately following the arrangement of resumes by announcing Clearinghouse. Resumes for Adjunct ERIC Clearinghouses also appear under the Clearinghouse which announced them in RIE.

ACCESS ERIC

ACCESS ERIC is a component of the ERIC system specifically responsible for facilitating access to ERIC and to the information that it contains. Users who are uncertain as to exactly which ERIC component to contact may call ACCESS ERIC's toll free number (800-LET-ERIC (538-3742)) for advice and consultation.

AskERIC

AskERIC is an Internet-based question-answering service operated by the ERIC Clearinghouse on Information and Technology (IR). Questions directed at AskERIC's Internet address (askeric@ericir.syr.edu) are answered within 48 hours either by IR staff or by the staff of the appropriate ERIC component. Answers are directed back to the user's own Internet address.

Ready Reference #3
Revised September 1998

Sample Document Resume

(for *Resources in Education*)

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.	**ED 654 321** CE 123 456	**Clearinghouse Accession Number**
Author(s)	*Butler, Kathleen* *Smith, B. James*	
Title	**Career Planning for Women.**	
Institution. (Organization where document originated.)	Central Univ., Chicago, IL.	
	Spons Agency — Office of Educational Research and Improvement (ED), Washington, DC.	**Sponsoring Agency**—agency responsible for initiating, funding, and managing the research project.
	Report No. — ISBN-0-3333-5568-1; OERI-91-34	**Report Number**—assigned by originator.
Date Published	Pub Date —1992-05-00	
Contract or Grant Number	Contract — RI900000	
	Note — 30p.; An abridged version of this report was presented at the National Conference on Educational Opportunities for Women (9th, Chicago, IL, May 14-16, 1992).	**Descriptive Note** (pagination first).
	Available from — Campus Bookstore, 123 College Avenue, Chicago, IL 60690 ($5.95).	**Alternate source for obtaining document**
Language of Document—documents written entirely in English are not designated, although "English" is carried in their computerized records.	Language —English, Spanish	
	Journal Cit—Women Today; v13 n3 p1-14 Jan 1992	**Journal Citation**
Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.	PubType— Reports—Descriptive (141)—Tests/Questionnaires (160)	
ERIC Document Reproduction Service (EDRS) Availability—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.	**EDRS Price—MF01/PC02 Plus Postage.**	
	Descriptors — Career Guidance, *Career Planning, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, Postsecondary Education	**Descriptors**—subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms (preceded by an asterisk) are printed in the Subject Index.
	Identifiers — Consortium of States, *National Occupational Competency Testing Institute	**Identifiers**—additional identifying terms not found in the *Thesaurus*. Only the major terms (preceded by an asterisk) are printed in the Subject Index.
	Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1990 and 1999, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information (in English and in Spanish) concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (Contains 45 references.) (SB)	**Informative Abstract** **Abstractor's Initials**

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ERIC PUBLICATIONS [1]
STATISTICAL SUMMARY - BY CLEARINGHOUSE BY YEAR (1968-1996)

CH	FY '68	FY '69	FY '70	FY '71	FY '72	FY '73	FY '74-'75	FY '76-DEC '77	JAN-DEC '78	JAN-DEC '79	JAN-DEC '80	JAN-DEC '81	JAN-DEC '82	JAN-DEC '83	JAN-DEC '84	JAN-DEC '85	JAN-DEC '86	JAN-DEC '87	JAN-DEC '88	JAN-DEC '89	JAN-DEC '90	JAN-DEC '91	JAN-DEC '92	JAN-DEC '93	JAN-DEC '94	JAN-DEC '95	JAN-DEC '96	JAN-DEC '97	TOTAL
AC	24	16	20	28	20	16																							124
AL	2	7	11	11																									31
CE							6	36	9	12	11	9	8	7	6	14	12	20	21	28	22	20	26	27	19	29	24	28	394
CG	5	8	19	22	16	15	13	22	16	12	5	8	10	5	12	7	21	11	20	15	17	11	34	10	28	8	35	8	413
CS						60	38	46	13	8	8	5	9	5	15	20	16	15	31	52	30	30	23	21	19	26	12	14	516
EA	6	8	14	36	18	43	62	78	19	14	12	31	25	2	10	20	7	18	23	14	40	22	23	13	12	12	10	23	615
EC	14	11	53	68	106	57	57	5	4	5	14	12	6	11	5	7	35	6	25	9	49	16	21	17	11	12	8	1	645
EF	1	19	16																										36
EM	7	8	11	8	14	16																							64
FL	7	27	29	16	16	12	27	26	16	10	10	11	9	3	7	3	3	21	16	9	28	21	11	28	21	26	13	21	447
HE		1	8	18	18	17	35	45	16	17	16	7	17	16	16	10	11	31	6	23	23	11	20	16	17	10	10	19	454
IR							30	47	8	12	6	4	14	5	9	20	11	14	11	23	19	21	36	16	15	11	16	14	362
JC	15	21	17	26	26	19	57	61	17	13	25	11	9	6	6	5	19	8	23	10	12	11	8	11 [3]	9	11	15	15	486
LI		2	7	9	14	8																							40
PS	11	12	7	15	21	26	41	40	15	6	18	12	6	6	11	7	14	7	13	12	11	17	10	19	15	14	16	32	434
RC	10	18	13	23	9	9	30	23	13	8	11	8	8	6	4	6	23	9	36	11	20	15	17	13	6	10	11	13	383
RE	16	19	15	9	5																								64
SE	11	17	22	28	13	30	53	46	28	10	12	18	20	17	13	20	14	18	10	7	21	20	4	25	9	8	4	13	511
SO				6	10	6	17	24	6	8	6	9	6	18	10	15	15	15	19	17	10	14	12	10	11	10	15	9	298
SP		7	28	19	19	19	31	31	9	7	7	14	6	5	2	10	14	13	6	2	15	13	10	15	9	5	8	8	332
TE	3	7	32	24	26																								92
TM				1	12	11	19	33	6	5	7	9	4	4	1	1	7	5	12	6	18	11	11	9	2	10	6	13	223
UD	6	14	14	10	10	14	18	37	16	12	8	5	24	1	15	11	7	28	12	18	20	9	9	17	8	11	20	17	391
VT	11	18	30	39	42	18																							158
TOTALS	149	240	366	416	415	396	534	600	211	159	176	173	181	117	142	176	229 [2]	239	284	256	355	262	275	267	211	213	223	248	7,513

AC (Adult Education), **AL** (Linguistics), **CE** (Adult, Career, and Vocational Education), **CG** (Counseling and Student Services), **CS** (Reading, English, and Communication), **EA** (Educational Management), **EC** (Disabilities and Gifted Education), **EF** (Educational Facilities), **EM** (Educational Media and Technology), **FL** (Languages and Linguistics), **HE** (Higher Education), **IR** (Information and Technology), **JC** (Community Colleges), **LI** (Library and Information Sciences), **PS** (Elementary and Early Childhood Education), **RC** (Rural Education and Small Schools), **RE** (Reading), **SE** (Science, Mathematics, and Environmental Education), **SO** (Social Studies/Social Science Education), **SP** (Teaching and Teacher Education), **TE** (Teaching of English), **TM** (Assessment and Evaluation), **UD** (Urban Education), **VT** (Vocational and Technical Education)

[1] i.e., Research Reviews, State-of-the-Art Reports, Bibliographies, Interpretive Studies, Digests, etc

[2] Digests (2 page publications) routinely included in RIE for first time in 1986

[3] Does not include 8 older Digests announced during 1993

Document Resumes

The document resumes in this section are arranged by ERIC Clearinghouse, with a secondary sort by accession number (ED number) within each Clearinghouse group. The following is a list of the ERIC Clearinghouses, the two-letter prefixes used to identify them, and the page on which each Clearinghouse's entries begin.

Page
CE – Adult, Career, and Vocational Education 1
CG – Counseling and Student Services 7
CS – Reading, English, and Communication 8
EA – Educational Management 11
EC – Disabilities and Gifted Education 15
FL – Languages and Linguistics 15
HE – Higher Education 19
IR – Information & Technology 24

Page
JC – Community Colleges 27
PS – Elementary & Early Childhood Education 30
RC – Rural Education and Small Schools 37
SE – Science, Mathematics, & Environmental Education 40
SO – Social Studies/Social Science Education 42
SP – Teaching & Teacher Education 44
TM – Assessment and Evaluation 46
UD – Urban Education 48

CE

ED 398 439 CE 072 330

Imel, Susan

One-Stop Career Centers. Trends and Issues Alerts.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC

Pub Date—1996-00-00

Contract—RR93002001

Note—4p

Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Agency Cooperation, Annotated Bibliographies, *Career Counseling, Career Education, Cooperative Planning, Educational Technology, *Educational Trends, *Employment Programs, *Federal Programs, *Labor Force Development, Professional Development, Program Development, Program Implementation, School Business Relationship, State Agencies, *Systems Approach

Identifiers—*Career Centers

In an effort to shift the focus of employment programs from unemployment to reemployment, the U.S. Department of Labor (DOL) is funding the development and implementation of a one-stop employment system. The DOL has largely left states free to design their one-stop systems provided programs have these features: (1) universality, (2) customer choice orientation, (3) designed to operate as an integrated system, and (4) performance driven/outcome based. Federal guidelines also specify that one-stop programs provide customers with information about the full range of services related to finding employment, filing unemployment insurance claims, and accessing job training/education and assessment/counseling. As of February 1996, 54 states and jurisdictions had received one-stop system-building grants (including 16 implementation grants, 28 planning and development grants, and learning laboratory and system building project grants). The one-stop career centers that have been developed thus far reflect the national trend toward service integration as a strategy for implementing systemic change. Among the challenges facing developers/operators of one-stop career centers are the following: acquiring, installing, and operating the state-of-the-art technology required to function as information brokers; developing strategies for interagency collaboration and business involvement; and formulating strategies for assessing diverse training needs and sharing existing resources. Contains an annotated bibliography of 12 print resources and 2 resource organizations.)(MN)

ED 399 383 CE 072 448

Imel, Susan

Distance Education. Trends and Issues Alerts.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC

Pub Date—1996-00-00

Contract—RR93002001

Note—4p

Pub Type— Reference Materials - Bibliographies (131) — ERIC Publications (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Annotated Bibliographies, *Computer Uses in Education, *Distance Education, Educational Change, Educational Development, *Educational Practices, *Educational Resources, *Educational Technology, *Educational Trends, Internet, Technological Advancement

The rapid development and decreasing costs of communications technologies, including microcomputers, the Internet, and the World Wide Web, are affecting the delivery of distance education (DE) and expanding its potential audience. The DE literature reflects the increasing interest in the potential of current technologies to alter traditional teacher-student relationships. Four possible scenarios of distance educators' response to the opportunities afforded by new communications technologies have been offered: the minimal change model (educators use technology as an instructional aid without making any fundamental changes in the delivery of DE); the marginal change model (the pedagogy and organization of education remain unchanged and students are added on to conventionally taught classes); the systemic change model (DE instruction is reorganized into a technology-driven system); and the virtual system (the formal organization of universities/schools either becomes minimal or disappears). Two issues associated with the recent changes in DE as a result of new technologies are the need to ensure learner access to the information highway and the need for more staff development to train teachers to adapt to DE's new emphasis on learner centeredness and interaction between/among learners. (Concluding this document is an annotated bibliography of 17 print and 4 organizational resources.)(MN)

ED 399 403 CE 072 501

Lankard, Bettina A.

The Role of Mentoring in Career Education. Trends and Issues Alerts.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC

Pub Date—1996-00-00

Contract—RR93002001

Note—4p

Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Development, *Career Education, *Education Work Relationship, *Educational Needs, *Educational Practices, Educational Resources, Educational Trends, *Mentors, Noncollege Bound Students, Postsecondary Education, Professional Development, Program Development, Secondary Education

Although not a new concept, mentoring is being seen as an increasingly important part of an individual's career and work force development, requiring sophisticated skills of those who provide it. Mentoring has been defined as "a relationship in which a more experienced person facilitates the broad development of a less experienced person on a regular basis and over an extended period of time." It is directed to intellectual, personal, and social maturation as well as occupational development. Most mentoring is offered within school settings. It occurs in formal classroom settings, through work experience and apprenticeship programs, and through company- and community-sponsored programs. Recognizing the complexity of successful mentoring, educators are focusing on establishment of performance standards for mentoring services in career development. The quality of mentoring in school settings will depend on staff members' ability to incorporate career development concepts and activities into the curriculum and to consult with and use employers, community groups, and the general public to support the schools' career development process. Youth mentoring programs in the workplace are becoming increasingly prevalent, especially for noncollege-bound youth. A mentoring initiative implemented by the Association for Women in Science was found to be most helpful to the students in the areas of self-image and self-confidence, networking and professional contacts, career opportunities and options, letters of reference, and balancing family and work. With national education efforts focused on effective school-to-work transitions, it is likely that the use of mentoring will continue to grow, expand in focus, and improve in quality. (Contains an annotated list of 13 print resources and 3 resource organizations.) (KC)

ED 399 404 CE 072 502
Kerka, Sandra
Home Economics by Any Other Name. Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1996-00-00
Contract—RR93002001
Note—4p.
Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Consumer Education, *Critical Thinking, Curriculum Development, *Educational Change, *Educational Philosophy, *Educational Trends, Family (Sociological Unit), Family Life Education, Higher Education, *Home Economics, Secondary Education

Within the last decade, many schools and departments of home economics have changed their name to "human ecology," whereas others have become "family and consumer sciences," and still others have remained unchanged. "Human ecology" has tended to be used more in higher education, and "family and consumer sciences" in secondary schools and professional organizations. The name changes are one manifestation of extensive soul searching within home economics, beginning in the late 1970s. At that time, Marjorie Brown and others proposed a reorientation of the curriculum from the traditional emphasis on technical and vocational skills of homemaking toward a critical sciences approach in order to help students learn to think, reflect, and take action through the study of perennial, practical family problems. Forces driving the changes in name and focus include the following: (1) changes in women's roles and family structures; (2) poor image and low priority accorded to home and family in society generally and consequently to the home economics field; (3) desire to increase the field's standing in academia and to recruit and retain students with a more relevant curriculum; (4) the influence of feminist thought, with its emphasis the on valuing the family sphere as much as the public sphere; and (5) the trend toward integrated curricula and holistic, connected forms of knowledge. The restructuring in home economic reflects the overall restructuring taking place in many educational institutions. The field of study still retains its focus on the work of the family, however. (Contains an annotated list of 16 references and 3 resource organizations.) (KC)

ED 399 411 CE 072 515
Wagner, Judith O.
Wired: The Electronic Job Search. ERIC Digest No. 172.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-96-172
Pub Date—1996-00-00
Contract—RR93002001
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Employment Opportunities, *Internet, *Job Search Methods, *Online Searching, Online Systems, Online Vendors, *Search Strategies, *World Wide Web
Identifiers—ERIC Digests

This document explains why using the Internet, particularly the World Wide Web, can be a useful method of searching for a job, especially in technical occupations. Most of the websites offer a variety of services, although a few are limited to only one or two. Some are commercial and charge for their services, some do not. For general information about finding a job, searching the web using the terms "job search," "employment opportunities," or "resumes" will lead to a myriad of resources. To locate information about specific positions, it is more effective to do a keyword search being as specific as possible. Although doing a job search on the Internet does not guarantee instant success, it is a way to increase visibility. Disadvantages of the electronic job search include that only jobs that require extensive experience or only undesirable jobs may be posted in some cases. Also, it is difficult to authenticate the job sources, and job seekers lose control of their personal information by posting it on the web. The digest includes a list of websites, listservs, and newsgroups as a starting point for those who are undertaking an electronic job search. Listings include 13 sources for general information about job openings, 5 sites related to specific occupations, 3 sites for resume information and postings, 4 professional associations, 2 geographic listings, and 3 newsgroups. (KC)

ED 399 412 CE 072 516
Heimlich, Joe E. And Others
Adult Learning in Nonformal Institutions. ERIC Digest No. 173.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-96-173
Pub Date—1996-00-00
Contract—RR93002001
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, *Adult Learning, *Andragogy, Cognitive Style, Cultural Centers, Exhibits, *Lifelong Learning, *Museums, *Nonformal Education, Teaching Methods
Identifiers—ERIC Digests

Museums, zoos, nature centers, science centers, aquariums, and other similar places provide an opportunity for lifelong learning in a nonthreatening setting for most adults. They are places where nonformal learning (outside the formal learning setting and characterized by voluntary participation) can easily take place through such methods as tours, informational signage, exhibits, and demonstrations, and they can also offer more formal education through workshops and classes. Hundreds of millions of people visits these institutions, and probably more than half of them are adults. Many adults come to these institutions for primarily social reasons, so their learning opportunities may need to be constructed in a manner that supports the social activity. To engage adult visitors effectively, education programs can use adult education principles to enhance the visit for the purpose of learning. The places must be user friendly and comfortable. Increasingly, institutions are using interpretive layering, which provides information in small, layered levels so that visitors can choose to absorb the essence of the exhibit without filtering through complex descriptions or discussions. Whether the purpose of the visit is social or educational, adult visitors attend attractions with an overall positive attitude. Learning is a lifelong process, and the role of the educator in this setting is to enhance the attraction and help guide the adult visitor to new levels of understanding and action. (Contains 32 references.) (KC)

ED 399 413 CE 072 517
Kerka, Sandra
Journal Writing and Adult Learning. ERIC Digest No. 174.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-96-174
Pub Date—1996-00-00
Contract—RR93002001
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Adult Education, *Adult Learning, Adult Literacy, Cognitive Processes, *Critical Thinking, Dialog Journals, Diaries, *Journal Writing, Literacy Education, Personal Narratives, *Self Expression, *Student Journals, Teaching Methods, Writing Instruction
Identifiers—ERIC Digests

Journals have a long history as a means of self-expression, and they can be used as learning tools in adult education. Types of journals include the reader response journal or literature log, the learning journal, the reflective journal, and the electronic journal. Journal writing offers several benefits for adult learners: journals are less threatening and closer to natural speech; they document mental processes; and they can be used as a tool for growth through critical reflection. Obstacles to students writing reflectively include the following: their lack of proficiency with reflective writing, fear resulting from open-ended writing requirements, privacy issues, and unequal balance of power between teacher and students. To overcome some of the obstacles of open-ended assignments, students should be given some guidelines that answer such questions as the following: "What is a journal?"; "What do I write?"; "Why keep it?" and "How will it be used?" Four factors affect willingness and ability to reflect: individual developmental level, perception of the trustworthiness of the teacher, clarity and nature of the expectations of the journal, and quantity and quality of feedback. Several teaching strategies can be used to encourage reflection. Teachers can serve as mentors and coaches, steering adult learners to document their learning journey through journal writing. (Contains 18 references.) (KC)

ED 399 414 CE 072 518
Lankard, Bettina A.
Acquiring Self-Knowledge for Career Development. ERIC Digest No. 175.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-96-175
Pub Date—1996-00-00
Contract—RR93002001
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Development, Classroom Techniques, Cognitive Processes, Educational Assessment, Educational Practices, Elementary Secondary Education, Evaluation Methods, *Experiential Learning, Learning Activities, *Learning Strategies, Portfolio Assessment, Postsecondary Education, *Self Concept, Self Concept Measures, *Student Evaluation, *Teaching Methods
Identifiers—ERIC Digests

Learners of all ages need to expand their self-knowledge and determine the ways their interests and abilities are applicable in the changing social, economic, and work environments. Many of the new ways of teaching and learning offer processes by which students can gain experiences that enhance their self-knowledge. These varied learning processes include brain-based learning and problem-based learning. Educational methods such as performance-based instruction with criterion-referenced evaluation components, assessments using performance tests and authentic assessments, or documentation of performance through career passports and portfolios also contribute to self-awareness. Self-knowledge requires reflection on what was learned through these processes and what needs to be learned, the process by which learning occurred, and how that learning has enhanced what the student knows about him/herself in relation to work. Journal writing is a useful technique to stimulate reflections throughout the learning process. Whether through experiential, on-the-job, classroom, or community and service learning, students can enhance their awareness of themselves and their career development by continually summarizing for reflecting upon what they are learning as they continue their progression through school and work. (KC)

ED 400 381 CE 072 671

Imel, Susan Kerka, Sandra

Women and Literacy: Guide to the Literature and Issues for Woman-Positive Programs. Information Series No. 367.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1996-00-00

Contract—RR93002001

Note—104p.

Available from—Publications, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. [illegible] 57: $9.75).

Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Basic Education, Adult Literacy, Annotated Bibliographies, Educational Practices, *Equal Education, Females, *Feminism, *Literacy, *Literacy Education, *Womens Education

Identifiers—Critical Pedagogy, Feminist Pedagogy, Gender Issues

This publication is intended to support the effort to focus literacy programs on women. It serves as a guide to the information and resources related to women and literacy and to assist the development of woman-positive programs. The first part of the guide describes the literature base, depicting the subject areas from which the resources are drawn and providing an organizing framework that classifies the materials by type. An explanation of how to find this information in the ERIC database is given. An annotated bibliography of 150 resources is organized according to the framework. The second part of the guide is an analysis of this information. The issues and trends emerging from this growing literature base are reviewed. The next chapter explores the topic of women as learners in more depth, including such questions as What is literacy? Why should women acquire literacy skills? and How should they acquire them? This section describes elements of an inclusive, learner-centered, woman-positive learning environment in which women can develop their skills. Specific practices for that environment are presented in the next section. The guide concludes with an annotated list of organizations that provide information and materials on women and literacy. Contains 140 references. (SK)

ED 400 441 CE 072 806

Kerka, Sandra

Continuing Education: Market Driven or Learner Centered? Myths and Realities.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1996-00-00

Contract—RR93002001

Note—4p.

Pub Type— ERIC Publications (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Continuing Education, Educational Environment, Educational Needs, *Educational Trends, *Ethics, Free Enterprise System, Futures (of Society), Higher Education, Individual Needs, *Marketing, Needs Assessment, Social Problems

At the heart of the controversy over market-driven continuing education programs is the issue of whether they are necessarily antithetical to the principles and philosophy of adult learning. Opponents identify the following problems of market-driven programs: they perpetuate inequality by neglecting needs of those less able to pay; they may meet individual needs efficiently but not overarching social needs; and they often displace educational benefit with profit as an overriding goal. Continuing educators are confronted with such ethical issues as retaining students to keep classes full and educator or institutional values clashing with those of clients. Market-driven programs are supported by the argument that providers must be flexible and responsive to consumer needs in the changing work environment. The controversy boils down to three issues: who the market is, whether the mission of higher education will change in the face of changes in its environment, and how continuing education is viewed within the institution. Some educators have attempted to reframe and resolve the issues by advocating the societal marketing concept that focuses on the needs and wants of individuals and society or by suggesting that the inherent inequality of market-driven systems could be addressed by public subsidy. A market orientation is necessary for institutions to respond to changes in their environment but it should be tempered with the social conscience that balances the profit motive with an ethical, responsible approach. (Contains 16 references.) (YLB)

ED 402 472 CE 073 129

Kerka, Sandra

Adult Education: Social Change or Status Quo? ERIC Digest No. 176.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-96-176

Pub Date—1996-00-00

Contract—RR93002001

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Education, *Educational Objectives, *Educational Philosophy, *Educational Trends, *Empowerment, Social Action, *Social Change, Trend Analysis

Identifiers—ERIC Digests, *Status Quo

Since the 1920s, the focus of adult education has shifted from social change to professionalization to an emphasis on literacy and lifelong learning in a changing workplace. The adult education literature reflects ongoing debate over whether adult education should focus primarily on individuals or society and whether it should serve as a means of empowerment in a democratic society or an instrument for maintaining the status quo. Those who claim that adult education's mission is to support the status quo emphasize that adult education in North America serves primarily to socialize adults into changing circumstances in a basically stable (democratic-capitalist) society. Professionalization of adult educators also extends and upholds the existing system. On the other side of the debate are those who assert that, because of its emphasis on collaborative learning, knowledge production, power, and praxis (the interrelationship of reflection and action and theory and practice), adult education is a means of empowering people and thereby working for social change. It has been suggested that enlarging the boundaries of the profession of adult education to include those engaged in social action and change could build a bridge between academics and front-line activists. (Contains 17 references.) (MN)

ED 402 473 CE 073 130

Brown, Bettina Lankard

Community Involvement in K-12 Career Education. ERIC Digest No. 177.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-96-177

Pub Date—1996-00-00

Contract—RR93002001

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agency Role, *Career Education, *Community Involvement, Community Organizations, Educational Cooperation, *Educational Practices, Elementary Secondary Education, *Partnerships in Education, Public Agencies, *School Business Relationship, *School Community Relationship

Identifiers—ERIC Digests

Businesses, community agencies, career educators and counselors, churches, parents, and other community members are increasingly being approached to become actively involved in K-12 career education through school-to-work, tech prep, or other related programs. Community involvement in career education can assume many forms. Businesses can collaborate with schools through tech prep programs or youth apprenticeships. Community agencies such as the Chamber of Commerce can provide students with links to community leaders and community-based experiences through adopt-a-school programs and service learning projects. School counselors, parents, and other community members can help elementary school-aged children gain career awareness, clarify their values, and adopt positive work habits and behaviors. Parents can also become involved in their children's career choice process through mentoring, work shadowing, career planning activities, and documentation of experiences in career passports. The following suggestions have been offered for involving the community in K-12 career education: involve the right players; ensure commitment; develop a shared vision; produce a formal plan; emphasize performance; focus on common ground; and maintain the partnership. (Contains 10 references.) (MN)

ED 402 474 CE 073 131

Brown, Bettina Lankard

Career Resilience. ERIC Digest No. 178.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-96-178

Pub Date—1996-00-00

Contract—RR93002001

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Change, Career Counseling, *Career Development, Career Education, *Career Planning, Definitions, Employer Employee Relationship, *Personality Traits

Identifiers—*Career Resilience, ERIC Digests, Resilience (Personality), *Self Reliance

Changes in the workplace such as mergers, acquisitions, reengineering, and downsizing are forcing individuals to recognize the temporary nature of all jobs and develop what has been termed "career resilience." "Career resilience" differs from "career self-reliance" in that the former refers to individual career development, whereas the latter refers to individual career self-management. Changing relationships between employers and employees have made it clear that companies are no longer responsible for the job security of their workers. Developing career resilience means taking charge of one's own career and developing characteristics identified with employability, including the following: teamwork, effective communication, adaptability to change, positive and flexible attitudes, continuous learning, self-confidence, willingness to take risks, and commitment to personal excellence. Organizations that support career resilience are committed to working in partnership with their employees and focusing on employee growth and development. Fostering career resilience is an important part of any career development effort. Career development professionals and counselors can facilitate growth toward career resilience by doing the following: reframe career development around learning; adopt a wellness/fitness philosophy of career development; include benchmarking of work content and work strategy sills in career assessment; develop a future focus; and practice career self-reliance themselves. (MN)

ED 402 475 CE 073 132

Imel, Susan

Adult Literacy Education: Emerging Directions in Program Development. ERIC Digest No. 179.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-96-179
Pub Date—1996-00-00
Contract—RR93002001
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, Adult Students, Change Strategies, Educational Change, Educational Needs, Educational Objectives, *Educational Practices, *Literacy Education, Program Development, *Student Centered Curriculum, Student Characteristics, *Student Role, Teacher Student Relationship
Identifiers—ERIC Digests

Research has suggested that many adults choose not to participate in available literacy programs because they equate literacy education with school. Two new directions in adult literacy program development are being explored in an effort to make programs more appealing to nonparticipants. The first is connected to program content and the second centers around greater consideration of the differences among individual students. Literacy educators are shifting their focus from discrete reading/writing skills to the expressed needs of the broad spectrum of current and potential adult learners. They are developing programs emphasizing literacy for access and orientation and literacy as voice, a vehicle for independent action, and a bridge to the future. Increasing numbers of adult literacy educators advocate understanding learners both as individuals and as members of their cultural groups/communities. The following strategies have been recommended as ways of making literacy programs that are more appealing to adults, especially nonparticipants in literacy programs: (1) involve adults in program planning and implementation; (2) develop an understanding of learners' experiences and communities; (3) hire program staff who share the culture and life experiences of the program's learners; and (4) be clear about philosophy and purpose. (Contains 11 references.) (MN)

ED 404 548 CE 073 591

Brown, Bettina Lankard

Skill Standards: Job Analysis Profiles Are Just the Beginning. Trends and Issues Alerts.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1997-00-00
Contract—RR93002001
Note—4p.
Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Education, *Academic Standards, Annotated Bibliographies, Competence, *Competency Based Education, Education Work Relationship, Educational Change, Educational Needs, *Educational Trends, Elementary Secondary Education, *Employment Qualifications, *Job Analysis, Models, Pilot Projects, School Business Relationship, Trend Analysis, *Vocational Education
Identifiers—National Standards

Concerns over the quality of education in the United States and the increasing demands of international competition have resulted in increased calls for the development and implementation of industry-based skill standards. A series of 22 pilot projects that were initiated by the National Skills Standard Board to strengthen the education-employment connection through industry-based skill standards demonstrated that traditional job analysis processes are effective in identifying sets of skills required for given jobs or occupations. However, concern was expressed regarding the failure of the skill components framework to reflect the broader, more professional roles of workers, and a professional model framework requiring integration of advanced generic skills with industry-related skills was proposed instead. Among the other major concerns that have been raised regarding the feasibility of a national skills standards system are the following: extent to which local school personnel can adopt the numerous national, state, and local academic and industry skills standards being developed; need for teacher retraining; appropriateness of various assessment procedures; effectiveness of student evaluations; and difficulties in getting industries to support a certified skill standards system and working together to establish standards for occupations that overlap across industries. (Concluding this document is a 14-item annotated bibliography.) (MN)

ED 404 549 CE 073 592

Kerka, Sandra

Postmodernism and Adult Education. Trends and Issues Alerts.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1997-00-00
Contract—RR93002001
Note—4p.
Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Adult Educators, Annotated Bibliographies, Educational Philosophy, *Educational Principles, Educational Theories, Educational Trends, Modernism, *Teacher Role, Trend Analysis
Identifiers—*Postmodernism

Postmodernism, which has been characterized as an outgrowth of or reaction to modernism, is more a form of questioning and a perspective than a theory or set of ideas. Although postmodernism resists definition, the following appear to be among its generally agreed-upon characteristics: questioning of all claims to absolute, universal truth; rejection of attempts to provide encompassing explanations; identity that is fluid, changeable, and derived from multiple discourses; loss of confidence in progress, rationality, science, and "objective" reality; recognition that perception is interpretive and inseparable from individual frameworks; and a view of power as a process that enables/restricts or promotes/discourages forms of practice or thought. The issue of whether adult education is embedded in modernism or postmodernism has been widely debated. Adult educators have been urged to engage with the issues raised by postmodern accounts of culture in the following ways: question how social relations are organized and what social visions are desirable; recognize their own and others' contexts, beliefs, and frameworks; focus on understanding power structures and foster development of alternative forms of knowledge; and consider themselves cultural workers rather than technicians engaged in maximizing efficiency. (Contains a 22-item annotated bibliography.) (MN)

ED 404 569 CE 073 643

Imel, Susan

Adult Learning in Groups. Practice Application Brief.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1997-00-00
Contract—RR93002001
Note—4p.
Pub Type— ERIC Publications (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Adult Learning, *Cooperative Learning, *Group Dynamics, *Groups
Identifiers—*Collaborative Learning, *Transformative Learning

To develop adult learning groups in formal educational settings, the educator must understand the nature of learning in groups. Three types of group learning are instrumental, communicative, and emancipatory. The type of learning that occurs in groups varies according to the learning tasks and goals. Group learning that has as its goal the acquisition of instrumental knowledge is cooperative. The term collaborative describes group learning based on communicative knowledge. Transformative applies to learning groups that seek emancipatory knowledge. Cooperative learning focuses on the learning of individuals; as groups engage in collaborative or transformative learning, the distinction between individual and group learning becomes more invisible. The facilitator fosters, assists, supports, and helps with accomplishing learning tasks by sharing responsibilities with learners; establishes and maintains the group learning environment; and provides information about the group process. The facilitator's roles and responsibilities change to correspond to the group's purposes and goals. Size is an important characteristic of groups, with smaller groups (six or less) being more cohesive and productive. Facilitator-selected groups tend to perform better. Important considerations when structuring group learning for adults are the experience's purpose, an appropriate role for the facilitator, and group formation. (YLB)

ED 404 570 CE 073 644

Kerka, Sandra

Developing Collaborative Partnerships. Practice Application Brief.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1997-00-00
Contract—RR93002001
Note—4p.
Pub Type— ERIC Publications (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Agency Cooperation, Community Cooperation, *Cooperation, *Cooperative Programs, Economically Disadvantaged, Employment Services, Institutional Cooperation, Labor Force Development, *Partnerships in Education, Program Development, *Shared Resources and Services, Social Services

Collaboration has become a pervasive strategy for systemic change in human services, education, government, and community agencies. Collaborative partnerships require a change in thinking and in operating. Such changes can be intimidating or threatening. In addition, other barriers must be overcome to make partnerships work. Examples of successful collaborations are as follows: the Workforce Development Center in Waukesha, Wisconsin, which provides an integrated, seamless system of employment services; and the Learning Community in Flint, Michigan, that exemplifies the trend toward integrated family service centers that include training and educational opportunities for adults and children. Successful collaborations require a great deal of effort to begin and continuous attention to sustain. Six categories of success factors are environment, membership, process/structure, communication, vision, and resources. Steps for developing collaborations include the following: (1) envisioning results; (2) empowering the effort; (3) ensuring success; and (4) endowing continuity. Successful collaborations focus on changing the system. The key is the quality of personal and professional relationships among the people in the agencies and communities involved. (Contains 10 references.) (YLB)

ED 404 571 CE 073 645
Brown, Bettina Lankard
Task Analysis Strategies and Practices. Practice Application Brief.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1997-00-00
Contract—RR93002001
Note—4p.
Pub Type— ERIC Publications (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Career Education, *Cognitive Processes, Content Analysis, Evaluation Needs, Job Analysis, *Job Skills, Postsecondary Education, Research Methodology, Secondary Education, Skill Analysis, *Task Analysis, Vocational Education

Worker-oriented, job-oriented, and cognitive task analyses have all been used as tools for closing the gap between what curriculum teaches and what workers do. Although they share a commonality of purpose, the focus, cost, and practicality of task analysis techniques vary. Worker-oriented task analysis focuses on general human behaviors required of workers in given jobs. Job-oriented task analysis is a systematic process for collecting information about the highly specific and distinct tasks—the technologies—required for particular jobs. Cognitive task analysis attempts to determine the thought processes workers follow to perform the tasks and identify the knowledge needed to perform the tasks at various levels. Five guidelines for practitioners in deciding which method(s) offer the best options for application are as follows: (1) determine the strategy of task analysis that is most likely to generate the specific information needed for the education/training program; (2) consider the cost efficiency of the strategy selected; (3) be able to ensure that the strategy provides acceptable and reliable information; (4) plan for periodic review and update of any task analysis; and (5) consider using a combination of methods to capitalize on the strengths of each. (Contains 11 references.) (YLB)

ED 405 499 CE 073 732
Lynch, Richard L.
Designing Vocational and Technical Teacher Education for the 21st Century: Implications from the Reform Literature. Information Series No. 368.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1997-00-00
Contract—RR93002001
Note—100p.
Available from—Publications, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN 368, $9.75; quantity discounts available).
Pub Type— ERIC Publications (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Curriculum Development, *Educational Change, Educational Philosophy, Educational Principles, Higher Education, Labor Force Development, *Teacher Education Curriculum, *Teacher Education Programs, Teacher Effectiveness, Technical Education, Vocational Education, *Vocational Education Teachers

Vocational-technical teacher education has followed a different preparation path since the Smith-Hughes Act established a separate system for vocational training. This path has been increasingly challenged by end-of-the-century changes in the workplace and new knowledge about teaching and learning. This paper reviews reform initiatives in teacher education generally and in vocational teacher education, identifying a shift from Charles Prosser's essentialist philosophy toward John Dewey's progressivism and contemporary theories of constructivism as the philosophical bases for vocational teacher education. The paper explores the following aspects of excellence in teacher preparation through a review of research: What must teachers know about teaching, learning, and subject matter? What is the subject matter of vocational education? What must teachers know about students? Where does the knowledge come from in vocational education, and how does it differ from general education? Is teaching (and teacher education) based on intuition and experience or a researchable knowledge base? What is effective teaching? How does knowledge translate into practice, and what do highly effective teacher educators need to know and be able to do to develop highly effective teachers? Principles for vocational-technical teacher education (or work-based teacher education) are elaborated, and a synthesis of reform themes from the literature emphasizes an important theme: the need for a new vision for work-based teacher education. The paper describes the following components of a model for the design of work-based teacher education: philosophical foundations, principles, standards of knowledge and practice, curriculum framework, and assessment. The design implications presented call for a bachelor's degree requirement, collaboration, a broader conceptualization of the field, professional development commissions, and a culture of lifelong learning. (SK)

ED 407 572 CE 074 010
Naylor, Michele
Vocational Teacher Education Reform. ERIC Digest No. 180.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-CE-97-180
Pub Date—1997-00-00
Contract—RR93002001
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Development, *Educational Change, Evaluation Methods, Higher Education, Mission Statements, Models, *Preservice Teacher Education, Secondary Education, Student Evaluation, Teaching Methods, Tests, Vocational Education, *Vocational Education Teachers
Identifiers—ERIC Digests

Until 1993, the discussion of teacher education reform in the literature was limited to individual authors' suggestions for a vocational education response to reform initiatives and comments on the problems posed by pressures for reform. Debate on how to pursue excellence in vocational teacher education programs focused on vocational education's mission, audience, and delivery. Sharp (1996) recommended changing education so future teachers can develop a core work force with technical and interpersonal skills. Miller (1996) asserted that the mission of vocational education should be based on the principles of constructivism. Vocational education's changing audience was another impetus for change in vocational teacher education. Hartley et al. (1996) proposed a restructured teacher preparation program incorporating integrated content, partnerships with business, and applied technology. Biggs et al. (1996) would require teachers to develop new teaching methods suitable to their new roles as collaborators, facilitators, and lifelong learners. Johnson and Wentling (1996) recommended abandonment of the traditional testing culture for an "assessment culture." A proposed 21st-century model for vocational teacher education consists of assessment, curriculum framework, standards of knowledge and practice, principles of vocational and technical teacher education, and philosophical foundations. The need for lifelong professional development was another important theme in the reform literature. (Contains 17 references.) (YLB)

ED 407 573 CE 074 011
Kerka, Sandra
Constructivism, Workplace Learning, and Vocational Education. ERIC Digest No. 181.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-CE-97-181
Pub Date—1997-00-00
Contract—RR93002001
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Development, Cognitive Structures, Concept Formation, *Constructivism (Learning), Corporate Education, *Educational Development, Integrated Curriculum, *On the Job Training, Postsecondary Education, Problem Solving, Secondary Education, Tech Prep, *Vocational Education
Identifiers—ERIC Digests, *Situated Learning

Constructivism suggests a way to restructure the learning environment to make the transfer of learning from school to work settings more effective. The theory rests on the notion that learners actively construct knowledge by integrating new information and experiences into what they have previously come to understand. Using a constructivist approach, teachers facilitate learning by encouraging active inquiry, guiding learners to question their tacit assumptions, and coaching them in the construction process. The concept of situated learning is embedded in constructivism. Research on how people learn in the workplace demonstrates that what is occurring is constructivist, situated learning, often through cognitive apprenticeship. The workplace has a number of strengths as a learning environment: authentic, goal-oriented activities; access to guidance; everyday engagement in problem solving; and intrinsic reinforcement. Limitations are construction of inappropriate knowledge, lack of sufficient or challenging authentic activities, and reluctance of experts to participate. Elements of constructivist, situated learning may be seen in recent vocational education developments such as tech prep, school to work, and integrated academic and vocational education. Vocational teachers should organize experiences that allow learners to develop their own knowledge and understanding in a learning environment that reproduces key aspects of communities of practice. (Contains 13 references.) (YLB)

ED 407 574 CE 074 012
Brown, Bettina Lankard
Quality Improvement Awards and Vocational Education Assessment. ERIC Digest No. 182.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-CE-97-182
Pub Date—1997-00-00
Contract—RR93002001
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Assessment, *Educational Quality, *Job Skills, Postsecondary Education, Program Effectiveness, *Quality Control, Secondary Education, Standards, *Total Quality Management, *Vocational Education
Identifiers—ERIC Digests, *ISO 9000

Quality system awards offer blueprints for assessing quality in vocational education as well as in business and industry. The three most prestigious awards recognizing quality improvement in business and industry are the Malcolm Baldrige Quality Award, Deming Application Prize, and ISO 9000 Registration. When comparing standards for the quality management systems awards to vocational education standards of achievement, two themes are evident: assessment of standards for learning and performance (student and employee) and assessment of education/management process and design (school and business/industry). Criteria for the Baldrige Award can be used to assess the educational institution's effectiveness in meeting customer needs and expectations. The Deming Prize offers the strategy of using statistical methods to assess vocational education enrollment, completion, and recruitment patterns, student progress, and market share gain. The ISO 9000 Registration attests to the use of established standards as a benchmark for meeting quality requirements. The industry-based skill standards offer a benchmark to help vocational educators improve the quality of education. Two models of skills standards are being explored—skills component and professional. Recommendations have been made for how the ISO 9000 system's 20 basic elements that affect quality might be applied in higher education. This framework is useful in guiding the institutional process through which student learning occurs. (YLB)

ED 407 575 CE 074 013

Brown, Bettina Lankard

Adding International Perspectives to Vocational Education. ERIC Digest No. 183.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-97-183

Pub Date—1997-00-00

Contract—RR93002001

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Business Education, *Corporate Support, *Curriculum Development, Educational Change, Faculty Development, *Global Approach, Global Education, International Cooperation, International Relations, *International Trade, Multicultural Education, Postsecondary Education, Program Development, School Business Relationship, Secondary Education, *Vocational Education, World Affairs

Identifiers—ERIC Digests

Future workers will need to develop global awareness and an understanding of competitive, cultural, and economic factors that influence ways of doing business to work in the international arena. Vocational education, the educational program area specifically designed to prepare students for work, must infuse international concepts into programs so the youth of today are prepared for the global workplace. Ostheimer (1995) offers five suggestions. First, with the growth of multinational corporations and increased trade among nations, workers need to be aware of global conditions, development, and trends. Second, vocational educators must internationalize the curriculum. Third, vocational education needs to adopt instructional practices that incorporate international dimensions. For example, communication curricula could be upgraded to take students beyond awareness of other cultures to competence in intercultural communication. Fourth, increased corporate input is necessary for international business program development. The first-hand knowledge and experiences of corporate representatives working in firms that conduct international business offer a current and practical basis for upgrading curricula. Fifth, faculty development is crucial to the implementation of programs that have an international component. (Contains 15 references.) (YLB)

ED 408 508 CE 074 373

Lakes, Richard D.

The New Vocationalism: Deweyan, Marxist, and Freirean Themes. Information Series No. 369.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1997-00-00

Contract—RR93002001

Note—46p.

Available from—Publications, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN 369, $7; quantity discounts available).

Pub Type— ERIC Publications (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Education Work Relationship, Educational Change, Educational Philosophy, Ideology, *Marxian Analysis, Participative Decision Making, Postsecondary Education, Role of Education, Secondary Education, *Social Class, *Vocational Education

Identifiers—Critical Pedagogy, *Dewey (John), *Freire (Paulo), Vocationalism

This paper traces the roots of the new vocationalism to the educational reform movements of the 1980s, with philosophical underpinnings in the work of John Dewey in the early 20th century. It explores other influences, including Marxian critiques of capitalist uses of education and alternative views of education and work presented by followers of Paulo Freire, who saw revolutionary promise in literacy and education. The paper examines significant Deweyan, Marxist, and Freirean themes in the literature on the new vocationalism. It describes the Deweyan scholars' challenge to prevailing assumptions about vocational education and their assertion that educational reform will result in better trained workers who can participate effectively in the workplace and in democracy. The paper reviews Marxian analysis of how schools reproduce social class inequities through curriculum differentiation, which sorts individuals into future occupational roles. It examines the Freireans' use of critical pedagogy to assist working-class people in examining oppression. The paper concludes with a discussion of the themes drawn from the three ideologies that points out theoretical contradictions and/or tensions within them. It suggests research that will guide the future of vocational education. Contains 123 references. (SK)

ED 409 442 CE 074 370

Kerka, Sandra

Arts and Humanities in Adult and Continuing Education. Trends and Issues Alerts.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1997-00-00

Contract—RR93002001

Note—4p.

Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Education, *Adult Learning, Adult Literacy, *Art, Art Education, Cultural Pluralism, Educational Environment, Educational Trends, *Fine Arts, *Humanities, Humanities Instruction, *Learning Modalities, Literacy Education

Trends and issues related to arts and humanities in adult and continuing education can be categorized in three ways: ways of knowing, informal sites of learning, and cultural pluralism. The arts and humanities are vehicles for critical reflection, and they present paths to the individual construction of knowledge that are intuitive, relational, kinesthetic, visual, and aural alternatives to analytic and scientific methods. However, their potential is moderated by the motivation of adult learners. Much adult education in the arts and humanities takes place at informal sites and is increasingly focused on nontraditional audiences. Arts and humanities help homeless and incarcerated women find their voice and acquire critical literacy; humanities can help criminals alter their mental maps of the world and transform behavior. The democratizing of culture is reflected in another trend. The increasing cultural pluralism of society is expanding the notion of what is considered "legitimate" art, who creates art, and what are "acceptable" responses to it. Adult education in the arts and humanities has the following benefits for both individuals and society: development of perceptual ability, ability to exploit a particular medium of expression, ability to engage in the creative process, awareness of the nature of artistic activity, and critique of cultural value systems. (The document contains an annotated listing of 27 resources.) (YLB)

ED 409 443 CE 074 371

Brown, Bettina Lankard

A New Focus for Allied Health Occupations. Trends and Issues Alerts.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1997-00-00

Contract—RR93002001

Note—4p.

Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Allied Health Occupations Education, Clinical Experience, Curriculum Development, *Educational Change, Educational Development, Educational Trends, *Interdisciplinary Approach, *Medical Services, Nurses, *Nursing Education, Postsecondary Education, Program Development, Social Change

Health care reform is changing the way in which health care is provided and altering the role of allied health professionals, especially nurses. This report examines how education can be responsive to the emerging needs of nurses and other allied health professionals. The diverse settings in which diverse populations are served requires the collaboration of teams of health care providers. Few schools for health professionals provide opportunities for interdisciplinary experiences, even though the holistic care of patients requires such perspective. Health education programs and curricula must incorporate collaborative, interdisciplinary classroom and clinical experiences for nursing and other allied health students. To accommodate the shift in health care focus from disease and illness to health and wellness, clinical experiences must reflect the movement into the community. Teaching philosophies, teacher-student relationship, classroom structure, and evolution of curriculum are at the heart of pedagogical change. Learning has moved beyond mastery of content/skill to lifelong learning concepts that require continuous engagement in critical thinking, questioning, and problem solving in context. Educational experiences must involve active learning with regard to health care access, quality, and cost containment. Clinical and community experiences working with practicing health care professionals and engaging in self-directed learning enhance students' acquisition and application of knowledge and promote lifelong learning. (Contains an annotated listing of 15 resources.) (YLB)

ED 409 444 CE 074 372

Imel, Susan

A New Look at Older Adults. Trends and Issues Alerts.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1997-00-00

Contract—RR93002001

Note—4p.

Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Education, Adult Learning, Age Discrimination, Computer Literacy, Computer Mediated Communication, Information Sources, Intergenerational Programs, *Internet, *Mixed Age Grouping, *Older Adults, *Participation, *Users (Information)

Current trends related to older adults have the potential of influencing programs and services in adult, career, and vocational education. The amount and kind of learning in which older adults engage is one trend of interest to educators. A 1997 study reveals that older people are learning in numbers and amounts of time expended at a rate far exceeding expectations. Studies of participation in formal or organized adult education programs reveal that the percentage of older adult participants is modest but expected to grow. A second trend that appears in recent literature is advocacy of age-integrated, instead of age-segregated, programs and policies. Educators should integrate the perspectives of older adults and what is known about their learning styles and preferences into ongoing programming. The plethora of information available over the Internet both about and for older adults is a third trend related to older adults with implications for educators. Many older adults are actively using the Internet as both consumers and producers of information. Information about many aspects of aging can be found on the Internet. The use of the Internet by older adults is consistent with the kind of education in which they tend to engage—informal and noncredit, and educators need to consider how they can use it to support and deliver educational programming for older adults. (An annotated list of 16 print resources and a list of 5 resource organizations are provided.)(YLB)

CG

ED 398 519 CG 027 323

Feller, Rich, Ed. Walz, Garry R., Ed.

Career Transitions in Turbulent Times: Exploring Work, Learning and Careers.

National Career Development Association, Alexandria, VA.; ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-56109-066-2
Pub Date—1996-00-00
Contract—RR93002004
Note—443p.
Pub Type— Books (010) — Collected Works - General (020) — ERIC Publications (071)
EDRS Price - MF01/PC18 Plus Postage.
Descriptors—*Career Change, *Career Counseling, Career Exploration, *Career Planning, Careers, Dislocated Workers, Employment Opportunities, Employment Patterns, Job Development, Job Satisfaction, Labor Turnover, Occupational Mobility, *Transitional Programs, *Vocational Adjustment, Work Environment
Identifiers—*Career Decisions, Career Information, *Career Stages

A collection of 47 articles, this monograph addresses critical needs and promising practices in career development. The articles, written both by leaders and new comers in career development, offer extensive scholarship and new perspectives. The volume is divided into six sections: (1) Foundations Revisited; (2) Turbulence in Career Development: What Changes are Occurring in Career Development and Why?; (3) How Career Development is Responding to Different Client Populations; (4) Innovative Tools and Techniques That Maximize the Effectiveness of Career Development Interventions; (5) A Look to the Future of Career Development Programs and Practices; and (6) A Summing Up and a Leap to the Future. The span and depth of the essays portray the wide range of career transitions and the growing impermanence of careers themselves. Such transitions are viewed as a natural evolution and numerous strategies for changing jobs and for career development are provided here. Such disparate topics as transcultural career counseling, education reform, career needs of individuals with disabilities, personality disorders, global relocation, career development groups, ethics in career counseling, and a look to the future are covered. Each article furnishes a short bibliography while an appendix offers special resources available related to career development. (RJM)

ED 398 520 CG 027 324

Allan, John And Others

Violence Prevention: A Group Discussion Approach.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.; Ontario Inst. for Studies in Education, Toronto.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-56109-067-0
Pub Date—1996-00-00
Contract—RR93002004
Note—162p.
Pub Type— ERIC Publications (071) — Books (010) — Tests/Questionnaires (160)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Adolescents, Children, Consciousness Raising, Crime Prevention, *Curriculum Development, Delinquency, Elementary Secondary Education, *Group Discussion, *Prevention, School Security, *Violence
Identifiers—Preventive Education

As a society, the United States is becoming increasingly concerned with the far-reaching consequences of childhood aggression and youth violence. This book offers a way in which educators can talk to K-12 students about violence. The step-by-step approach enables students to talk about experiences with anger, violence, threats, loss of control, regaining control, and the effects of witnessing violence. The session plans are broken down into three areas for easy reference: Primary, Junior/Intermediate, and Secondary. The session plans themselves are grouped into theme areas—each theme area includes 3-5 session plans. A standard format is used throughout for easy implementation. Each session plan takes approximately 40 minutes to complete. A brief literature review is included which offers a definition of interpersonal violence and which explores individual, social, and environmental factors that may influence a person's violence potential. The program outlined here is a transformational model and aims to help students and teachers not feel overwhelmed by problems of violence. Discussion, art, films, and role playing activities are all utilized. Evaluations of the program and a presentation directed at parents are provided. Contains approximately 100 references. (RJM)

ED 398 521 CG 027 325

Talley, Ronda C., Ed. Walz, Garry R., Ed.

Safe Schools, Safe Students. Proceedings of the National Education Goals Panel/National Alliance of Pupil Services Organizations Conference on "Safe Schools, Safe Students: A Collaborative Approach to Achieving Safe, Disciplined, and Drug-free Schools Conducive to Learning" (Washington, D.C., October 28-29, 1994).

National Education Goals Panel, Washington, DC.; ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.; National Alliance of Pupil Services Organization.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1996-00-00
Contract—RR93002004
Note—218p.
Pub Type— Collected Works - Proceedings (021) — ERIC Publications (071)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Adolescents, Children, Discipline, Educational Change, *Educational Environment, Educational Needs, *Educational Objectives, Elementary Secondary Education, *Pupil Personnel Services, *School Safety, School Security, Schools, Student School Relationship
Identifiers—Drug Free Schools, *National Education Goals 1990

The "Safe Schools, Safe Students" conference brought together leading researchers and practitioners in order to share knowledge about innovative safety strategies being used in America's schools. The papers here represent the thinking of scientific experts and school-based pupil service providers who are implementing programs to prevent and intervene in issues pertaining to school violence, drug and alcohol use, and discipline. The conference itself was an interorganizational effort designed to highlight the roles of pupil services personnel in addressing one of the National Educational Goals. The proceedings are presented in three parts: (1) Keynote Speakers; (2) Plenary Sessions; and (3) Concurrent Sessions. The three papers in the first section offer an overview of the problem and outline some of the goals for schools. The Plenary Sessions' papers discuss programs and advance specific goals and reforms for making schools safe. The third and largest section features 26 papers on programs and strategies. Many of the articles examine conflict resolution, social skills, the role of families, community practices, ethnic and racial concerns, discipline, suicide, and the influence of drugs and alcohol on school violence. At least 14 model programs are outlined in this section, covering topics ranging from dance therapy to behavior intervention. Appended is information on using and contributing to the ERIC database. (RJM)

ED 399 498 CG 027 352

Bloom, John W., Ed.

Credentialing Professional Counselors for the 21st Century.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.; National Board of Certified Counselors, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-56109-070-0
Pub Date—1996-00-00
Contract—RR93002004
Note—121p.; With a special introduction by Thomas Clawson.
Available from—ERIC/Cass Publications, School of Education, University of North Carolina at Greensboro, Greensboro, NC 27412-5001, 1-800-414-9769.
Pub Type— Books (010) — ERIC Publications (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Certification, *Counselor Certification, Counselor Educators, *Counselor Evaluation, Counselor Selection, Counselor Training, *Credentials, Federal Legislation, Licensing Examinations (Professions), Professional Development, State Legislation, *State Licensing Boards

Couselor credentialing is a way to symbolize professionalism and high standards to the public. Its purpose is to identify counselors who are at least minimally qualified to provide counseling services. This special digest collection on credentialing counselors covers many aspects of legislation, methods, and special concerns about credentialing. Chapters are: (1) Credentialing Professional Counselors for the 21st Century; (2) Counselor Licensure Laws: The Role of the American Counseling Association; (3) The CLEAR* Road Ahead (*Council on Licensure, Enforcement & Regulation); (4) Will Other State Boards Accept My Counseling Credential?: Reciprocity Revisited; (5) Proposed Competencies for Counseling Native Americans; (6) Assessment Practices in Counselor Credentialing; (7) Master Addiction Counselor Certification; (8) Protecting the Public: Credentialing's Primary Purpose; (9) Counselor Credentialing and the Delivery of Disaster Mental Health Services; (10) Who Credentials the Counselor's Credential?; (11) Counselor Credentialing Boards: A Call for Diversification; (12) Counselor Ethics Systems: The Need, Benefits, and Costs; (13) Teaching Experience for School Counselors Revisited: An Alternative Certification Mode, Part I; (14) Teaching Experience for School Counselors Revisited: An Alternative Certification Model, Part II; (15) Supervision Issues in Counselor Credentialing; (16) Demographics of the General and Specialty Practice of Professional Counseling; and (17) State Counseling Boards Directory. Contains an ERIC database search, relevant websites, and information about ERIC and the ERIC Counseling and Student Services Clearinghouse. (JBJ)

ED 400 486 CG 027 365

Pedersen, Paul B., Ed. Locke, Don C., Ed.

Cultural and Diversity Issues in Counseling.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-56109-071-9
Pub Date—1996-00-00
Contract—RR93002004
Note—148p.
Available from—ERIC/CASS Publications, School of Education, Univesity of North Carolina at Greensboro, Greensboro, NC 27412-5001.
Pub Type— Books (010) — Collected Works - General (020) — ERIC Publications (071)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Client Characteristics (Human Services), Counseling, Counseling Effectiveness, *Counseling Techniques, Counselor Attitudes,

*Counselor Client Relationship, Counselors, *Cultural Awareness, *Cultural Differences, Ethnicity, *Minority Groups, Psychological Services, Psychotherapy

Identifiers—*Multicultural Counseling

Counseling has been culturally diversified for a long time, but only in recent years have counselors become aware of their clients' cultural diversity. This collection of articles addresses a growing need for specific information on multicultural concerns in counseling. The emphasis here is on the importance of the client and client's special viewpoint in the clinical setting. The first section provides details on ethnographic cultures. Some of the populations examined here include African American women, American Indian and Alaskan Natives, old order Amish, Southern Appalachians, Chamorros, Chinese Americans, Filipino Americans, native Hawaiians, Hispanics, Japanese Americans, college students from Taiwan, and white racists. Part two broadens its look at cultural perspectives with an overview of demographics, status, and affiliation cultures. Covered in this section are suggestions on counseling such groups as athletes, people with traumatic brain injury, Buddhists, HIV-infected clients, rural clients, and children from diverse backgrounds. Also included in this part is information concerning culture, diversity, and disability; economic status and mental health; homelessness; refugee mental health; social class as a basis for intervention; and spiritual/religious dimensions of counseling. Each article begins with an overview and concludes with a list of references. (RJM)

ED 404 610 CG 027 687

Gladding, Samuel T., Ed.

New Developments in Group Counseling.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-56109-076-X

Pub Date—1997-00-00

Contract—RR93002004

Note—138p.

Pub Type— Collected Works - General (020) — ERIC Publications (071)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Counseling Techniques, *Counseling Theories, Counselor Training, Counselors, *Group Counseling, *Group Therapy, Models, State of the Art Reviews, Theory Practice Relationship

Identifiers—Group Characteristics

Group counseling is a rapidly changing field. This collection of 31 digests examines various aspects of group process and group counseling. The digests are arranged under different subject headings. In section 1, the nature of group work is examined, along with the evolution of group work training since 1990. The second section looks at application of theories in groups, highlighting such approaches as solution-focused counseling, impact therapy, and the use of gestalt psychodrama. The next heading explores groups in the schools and includes discussions of interferences to small group work, children of divorce, the use of creative arts, psychodrama techniques, and the inclusion of students with disabilities in group work. Working with adults and families is covered in section four. This section offers insights into helping older adults age, conducting parent education groups, multiple family group therapy, and multifamily group psychotherapy. Section five deals with group dynamics and group processes. Some of the suggestions here center on efficient therapy groups, using corrective feedback, using self-concept as an integrator of group process, and group psychotherapy and close friendships. A group model is also offered. Since many groups accompany special circumstances, section six gives advice on handling clients experiencing grief, how to confront hostile behavior, group dynamics and problem members, interventions with ex-cultists, members with disabilities, and multicultural group counseling. The last two sections delve into teamwork and its importance in group work, and the education of groups and of group specialists. Contains an annotated bibliography of resources on group process and group counseling. (RJM)

ED 404 611 CG 027 688

Loesch, Larry C., Ed. Vacc, Nicholas A., Ed.

Research in Counseling and Therapy.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-56109-075-1

Pub Date—1996-00-00

Contract—RR93002004

Note—122p.

Pub Type— Collected Works - General (020) — ERIC Publications (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Counseling, *Counseling Psychology, *Counseling Theories, Counselors, *Research Methodology, Research Needs, Research Problems, Research Proposals, State of the Art Reviews, *Theory Practice Relationship, Therapy

Identifiers—Research Integration

There exists in the counseling and therapy professions the paradox of widespread endorsement of research with little use of, or engagement in, research in actual practice. This situation exists in large part because many counselors and therapists are less knowledgeable of research than they are of clinical practice. This collection of digests, therefore, provides professionals in therapy and counseling with information on trends in needed research in various specialties in the helping professions, fundamental research principles and practices, and important resources available to assist research processes. The first 12 digests here summarize the information available on needed research. Some trends are notable here. There is a need for more well-designed and controlled "experimental" research as well as research on the outcomes of professional services and practices. Likewise, the cost-benefit ratios of professional practices need to be investigated. The second set of digests present summaries of the research methodologies used most commonly in the helping professions. The intent of these 10 digests is to present the major components, considerations, and procedures in each of the commonly used types of research methodologies. Finally, the last seven digests were assembled to assist readers in counseling research. The digests contain practical resources, suggestions, guidelines, and requirements for effective research practices. Contains an annotated bibliography on research in counseling and therapy. (RJM)

ED 406 591 CG 027 464

Talley, Ronda C., Ed. And Others

Making Psychologists in Schools Indispensable: Critical Questions & Emerging Perspectives.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.; American Psychological Association, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-56109-072-7

Pub Date—1996-00-00

Contract—RR93002004

Note—185p.; Developed as a companion document for the Annual Institute for Trainers, Administrators, and Practitioners (3rd, August 8, 1996). For individual chapters, see CG 027 465-491.

Pub Type— Books (010) — Collected Works - General (020) — ERIC Publications (071)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Counselor Role, *Counselor Teacher Cooperation, Educational History, Elementary Secondary Education, Job Skills, Marketing, Philosophy, Professional Development, School Counseling, *School Psychologists

Making psychologists in schools indispensable is essential if psychology in education is going to survive and prosper during the 21st century. This book presents the reflections of 27 leaders in the field of school psychology on the issue of what can make psychologists in schools indispensable. Chapters are: Becoming Indispensable Through Mental Health Promotion (J. Sandoval); Indispensability: The Holy Grail (G. Trachtman); Recycling the Basics for Evolving Schools: Psychologists as Fulcrums for Leveraging Improved Schooling (J. French); Becoming Essential: Rethinking the Practice of School Psychology (B. Doll); The Educare Psychologist: Re-Inventing School Psychology and Schools for the 21st Century (F. Farley); Excellence, Relevance, and Passion: The Motive Power of Indispensability (R. Talley); Five Themes to Enhance the Value of Psychology to Schools (R. Abidin); One Way of Looking at the Future: A Plan for Creating Value in School Psychological Services (B. Phillips); Psychology in Schools Is Indispensable: An Administrative Perspective (J. Jackson); Enduring Expertise of School Psychologists and the Changing Demands of Schools in the United States (P. Harrison); Making Psychologists Indispensable in the School: Collaborative Training Approaches Involving Educators and School Psychologists (W. Pryzwansky); Replacing Schools with Children: Making Psychologists Indispensable to Schools and Communities (R. Short); Responding to School Needs: The Role of the Psychologist (J. Cummings); The School Psychologist as Citizen of the Learning Community (S. Rosenfield); Listening to Our Clients: A Strategy for Making Psychology Indispensable in the Schools (M. Brassard); Making Psychologists Indispensable in Schools: Do We Really Have To? (T. Kubiszyn); Psychologists in the Schools: Routes to Becoming Indispensable (D. Tharinger); Turning Imperfection into Perfection: Some Advice for Making Psychology Indispensable in the Schools (F. Medway); Advancing Knowledge in Schools Through Consultative Knowledge Linking (T. Kratochwill); Assessing Learning of All Students: Becoming an Essential Service Provider Once Again (S. Elliot); Expertise Makes Psychology in the Schools Indispensable (J. Naglieri); Fantasy, Reality, Necessity and the Indispensable School Psychologist (J. Alpert and L. Rigney); Making Psychologists Indispensable in the Schools: School Psychologists as Specialists in Neurologic Problems (E. Clark); Making Psychology in Schools Indispensable: Crisis Intervention for Fun and Profit (L. Aronin); Making Psychology in the Schools Indispensable: Our Role in Crisis Intervention (K. Young, S. Poland, and L. Griffin); Measurement Consultation (R. Kamphaus); and Psychology in Education as Developmental Healthcare: A Proposal for Fundamental Change and Survival (S. Bagnato). (JBJ)

CS

ED 399 562 CS 215 500

Hyslop, Nancy

Using Grading Guides To Shape and Evaluate Business Writing. ERIC Digest.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-96-08

Pub Date—1996-00-00

Contract—RR93002011

Note—3p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-2698.

Pub Type— ERIC Publications (071) — Guides - Non-Classroom (055) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Business Communication, Business English, *Grading, Higher Education, *Scoring, *Student Evaluation, Student Needs, Teacher Role, *Technical Writing, *Writing Evaluation, Writing Processes

Identifiers—Analytical Writing, ERIC Digests

This Digest provides a rationale for developing grading guides to use with business writing students. It describes the methods business communications teachers can use to construct and employ guides to provide students with quality writing instruction. The Digest maintains that teachers can construct either skills analysis grading guides and/or holistic scoring guides that will enhance prewriting instruction, guide students during the rewriting process, and facilitate objective and constructive evaluation of the written product. The two types of guides are explained. Contains 10 references. (NKA)

ED 399 564 CS 215 502

Aiex, Nola Kortner

Parent Participation in Middle School Language Arts. ERIC Digest.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-96-09

Pub Date—1996-00-00

Contract—RR93002011

Note—3p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-2698.

Pub Type— ERIC Publications (071) — Reports - Descriptive (141) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Adolescent Development, Dramatics, *Early Adolescents, Intermediate Grades, Junior High Schools, *Language Arts, *Middle Schools, *Parent Participation, *Parent School Relationship, Parent Student Relationship, Teacher Role, Teamwork, Volunteers

Identifiers—ERIC Digests, *Middle School Students

This Digest reviews some ideas and suggestions about parental involvement in middle school education, focusing on the language arts. The Digest reviews the research on how to increase parental involvement in middle schools and presents several programs already in use at various middle schools. The diverse programs outlined in the Digest feature interactive writing homework, a booktalk approach, a reading club, and dramatics. (NKA)

ED 399 569 CS 215 520

Ryan, Cynthia A.

Risk Communication in the Cultural Studies Composition Classroom. ERIC Digest.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-96-10

Pub Date—1996-00-00

Contract—RR93002011

Note—3p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-2698.

Pub Type— ERIC Publications (071) — Guides - Classroom - Teacher (052) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, *Cultural Context, Higher Education, *Persuasive Discourse, Political Issues, Risk, Writing Assignments, *Writing Instruction

Identifiers—*Cultural Studies, Discourse Communities, ERIC Digests, Message Transmission, Rhetorical Devices, *Risk Communication, Writing Topics

Defining risk communication as the "interactive process of exchange of information and opinion among individuals, groups, and institutions...involving multiple messages about the nature of risk," this Digest argues that risk communication has much to offer instructors of cultural studies composition who want to revive students' sense of personal risk in the discursive practices of their culture. The Digest outlines how to introduce risk communication into the cultural studies composition classroom, and the opportunities it offers to students, including: (1) allowing students to choose topics of real risk for study; (2) encouraging students to study issues that matter to them, issues that they feel represent real risk in their lives; (3) teaching students to decipher risk messages and leading them to study stories of blame by critiquing data and language used to construct stereotypes about certain members of society; (4) encouraging students to situate themselves in discursive practices; and (5) providing students with the tools for participating in the public sector. The Digest concludes that through the study of risk communication in cultural studies composition, students can be taught methodologies that will enable them to participate in society as more informed, productive citizens. (NKA)

ED 400 507 CS 012 615

Newman, Anabel P. Metz, Elizabeth

FIRST Reading: Focussed Instruction in Reading for Successful Teaching.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-927516-65-9

Pub Date—1996-00-00

Contract—RR93002011

Note—111p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-2698.

Pub Type— Books (010) — ERIC Publications (071) — Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Educational Games, Elementary Secondary Education, Expert Systems, Functional Literacy, Individualized Instruction, Motivation, Program Implementation, *Reading Ability, Reading Comprehension, *Reading Diagnosis, *Reading Difficulties, *Reading Instruction, *Reading Interests, *Reading Strategies, Study Skills

Identifiers—*FIRST Reading Computer Program

This book describes FIRST (Focussed Instruction in Reading for Successful Teaching) Reading, a computer program that takes answers to 20 questions about a learner and matches this profile against profiles in the database. FIRST Reading, formerly called "Consult Reading," can recommend the most-likely-to-succeed teaching focus(es) for K-12 troubled readers with over 90% accuracy. Chapters in the book are (1) FIRST Reading: A New Look to Teaching; (2) What FIRST Reading Is Not; (3) The FIRST Reading Taxonomy; (4) The Eight Instructional Focuses; (5) Comprehension; (6) Functional Language; (7) Games; (8) Interest; (9) Language Experience; (10) Motivation; (11) Self-Concept; (12) Study Skills; (13) Implementation; and (14) FIRST Reading: Evaluating Affect, Attitude, and Success. Appendixes present the taxonomy, a learner profile sheet, bookbinding procedures, and sample informal interest inventories for grades 1-6 and grades 7-12. (Contains 53 references.) (RS)

ED 400 530 CS 012 643

Sensenbaugh, Roger

Phonemic Awareness: An Important Early Step in Learning To Read. ERIC Digest.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-96-13

Pub Date—1996-00-00

Contract—RR93002011

Note—3p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.

Pub Type— ERIC Publications (071) — Guides - Classroom - Teacher (052) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Beginning Reading, Elementary Education, *Oral Language, *Reading Instruction, Reading Skills, Teaching Methods, Whole Language Approach

Identifiers—Educational Issues, ERIC Digests, *Phonemic Awareness, *Phonological Awareness

This digest discusses the concept of "phonemic/phonological awareness"—the awareness that spoken language is made up of discrete sounds. The digest also discusses why this concept is so important to early childhood educators, its relation to the debate on the best type of reading instruction, and teaching methods that may help children in developing such an awareness. Contains 11 references. (RS)

ED 400 561 CS 215 537

Teaching English to Gifted Students. ERIC Digest.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-96-12

Pub Date—1996-00-00

Contract—RR93002011

Note—3p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-2698.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academically Gifted, Elementary Secondary Education, *English Curriculum, Evaluation Criteria, Evaluation Methods, *Language Arts, Program Evaluation, Student Evaluation, *Student Motivation, *Student Needs, *Talent, Teacher Role

Identifiers—Alternative Assessment, ERIC Digests

This Digest reviews the literature on the subject of teaching English and language arts to gifted and talented students. It discusses how to identify gifted students, outlines some key principles for developing effective programs in English and language arts for the gifted, and suggests possible methods of evaluating gifted students and programs. The Digest also examines some specific resources available to teachers of gifted/talented students. (NKA)

ED 400 574 CS 509 362

Shoemake, Barbara R.

Cyberspace Class: Rewards and Punishments. ERIC Digest.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-96-11

Pub Date—1996-00-00

Contract—RR93002011

Note—3p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-2698.

Pub Type— Reports - Descriptive (141) — ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Communication, *Classroom Environment, *Computer Assisted Instruction, Higher Education, *Internet, Man Machine Systems, Online Systems, *Public Relations, *Teacher Student Relationship

Identifiers—Communication Behavior, *Cyberspace, ERIC Digests

This Digest details how one professor of public relations has developed and put into practice a class in "cyberspace." The Digest first provides background on online communication techniques and the explosion of online teaching at the university level, and then tells how a professor, with the help of a summer grant from her university, developed her course in public relations campaigns. The largest section of the Digest describes the false starts in choosing an online system that was compatible and comfortable for both students and teacher and how the solution was reached which allowed for effective teaching and learning in a virtual environment. The Digest concludes by listing problems, benefits, and positive outcomes of the experience in cyberspace. (NKA)

ED 400 577 CS 509 365

Cotton, Eileen Guiffre

The Online Classroom: Teaching with the Internet. 2nd Edition.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-883790-23-9

Pub Date—1997-00-00

Contract—RR93002011

Note—234p.; For the 1st edition, see ED 391 193.

Available from—EDINFO Press, P.O. Box 5247, Bloomington, IN 47407 ($22.95).

Pub Type— Guides - Classroom - Teacher (052) — ERIC Publications (071)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Class Activities, Educational Games, Electronic Mail, *Elementary Secondary Education, Fables, *Information Seeking, *Internet, *Language Arts, Lesson Plans, *Online Systems, Teaching Methods

Identifiers—*Interactive Communication

Presenting a wide array of Internet addresses and sample lessons, this book shows how teachers can integrate the Internet into their K-12 curriculum to actively involve students. The ideas and lessons in the book help students to communicate with people in faraway places; gather information from around the globe; develop sophisticated research skills; increase knowledge across the curriculum; strengthen creative abilities; develop fluency in keyboarding, reading, and writing; and engage in both cooperative and independent learning. Topics covered in the book include e-mail, World Wide Web, searching, Web page design, chat, video conferencing, and Java (a new programming language). Sample lessons explore Canada, Mexico, whales, the news, fairy tales, resumes, Washington DC, and creating a home page on the Web. Chapters in the book (which had been revised, with new material added) are (1) Internet 101—The Basics; (2) The World Wide Web; (3) A Wealth of Web Sites; (4) Searching on the Web; (5) Developing and Designing a Web Page; (6) Advanced Web; (7) Other Internet Tools; (8) E-Pals and Keypals; (9) A Whale of a Time!; (10) The News; (11) Look Who's Talking!; (12) Virtually Together in D.C.; (13) The Games People Play; (14) The ABCs of the Internet; (15) Get a Job!; (16) A Book an Hour; and (17) Just for Little Kids. A 39-item select bibliography of Internet books, an abridged 35-item glossary of Internet terms, and information on 6 commercial on-line services in the United States and Canada are attached. (RS)

ED 402 629 CS 215 659

Smith, Carl B.

Integrating the Language Arts. ERIC Digest.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-97-01

Pub Date—1997-00-00

Contract—RR93002011

Note—3p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-2698.

Pub Type— ERIC Publications (071) — Information Analyses (070) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, Elementary Education, *Instructional Innovation, *Integrated Curriculum, *Language Arts, Student Empowerment, Teacher Role, *Teacher Student Relationship

Identifiers—ERIC Digests, Language across the Curriculum, *Learner Centered Instruction, Teaching Perspectives

Noting the discrepancy between what is advocated and what is practiced in language arts classroom, this Digest synthesizes the existing problems, reviews the research supporting language arts integration, and proposes a rationale for integrating the language arts. The Digest points out that these new initiatives in language arts focus on the learner and the processes that the learner uses to comprehend the written word or to write a composition and that this shifts the instructional focus from gaining language proficiency to using language as a tool for learning desirable content. Contains 12 references. (NKA)

ED 403 601 CS 215 725

Smith, Carl B.

Decision Making in the Language Arts. ERIC Digest.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-97-02

Pub Date—1997-00-00

Contract—RR93002011

Note—3p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-2698.

Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, Communication Skills, *Conflict Resolution, *Decision Making, Elementary Education, Evaluative Thinking, Integrated Curriculum, *Language Arts, School Culture, *Student Needs

Identifiers—*Educational Issues, Educator Role, ERIC Digests, Learning Environments

This digest addresses the sometimes confrontational nature of decision making in the language arts. Pointing out that administrators are often thrust into the debate even when they do not want to be, the digest offers a set of principles for an educational philosophy that gives both the community and the learners a stake in the content and process of learning. The digest also discusses the type of school environment that is best for providing students with real learning experiences and the role of educators in encouraging children to learn language arts in a natural way. (NKA)

ED 409 534 CS 012 855

Haneline, Douglas Atex, Nola Kortner

Asking the Right Questions: Reading Assignments That Work for Writing. ERIC Digest.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-97-03

Pub Date—1997-00-00

Contract—RR93002011

Note—3p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-2698.

Pub Type— Guides - Classroom - Teacher (052) — ERIC Publications (071) — Opinion Papers (120) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Objectives, Higher Education, *Instructional Effectiveness, *Reading Assignments, Reading Writing Relationship, Relevance (Education), *Student Needs, Student Research, *Teacher Role, *Writing Assignments, Writing Improvement

Identifiers—ERIC Digests, Ferris State University MI, *Knowledge Acquisition

This digest considers the one thing that all English teachers do—make reading and writing assignments. It addresses 4 questions whose answers should determine the nature of the reading and writing assignments given by teachers: (1) who are the students? (2) why are the students in college? (3) what is the nature of the course in which the assignment is being given? and (4) what are the desired outcomes of the assignment? (NKA)

ED 409 557 CS 012 905

Lewis, Warren

Whole Language and Adult Education. ERIC Digest.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-97-06

Pub Date—1997-00-00

Contract—RR93002011

Note—4p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2905 E. 10th Street, Suite 150, Bloomington, IN 47408-2698.

Pub Type— ERIC Publications (071) — Opinion Papers (120) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Education, *Andragogy, Classroom Techniques, Elementary Secondary Education, Student Development, *Whole Language Approach

Identifiers—Discourse Communities, Educational Issues, ERIC Digests, *Learning Environments, *Theoretical Orientation

This digest argues that whole language theorists and adult education theorists have much in common, much to say to one another, and much to learn from one another. The digest first defines and discusses "whole language," then defines and discusses "andragogy," (the learning of adults) and finally asks educators to recognize that the "two universes of discourses" are one so that the net result is that education becomes transformative. Contains 12 references. (NKA)

ED 409 585 CS 215 934

Cobine, Gary R.

Studying with the Computer. ERIC Digest.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-97-04

Pub Date—1997-00-00

Contract—RR93002011

Note—3p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-2698.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Computer Mediated Communication, *Cooperative Learning, *English Instruction, Higher Education, *Independent Study, Instructional Innovation, Interdisciplinary Approach, Secondary Education, Student Research, Writing Assignments

Identifiers—*Computer Assisted Writing, ERIC Digests, *Technology Integration

Arguing that whenever new technology is adopted, instructors should always consider the purpose of promoting study. This Digest offers suggestions about using the computer as a study and learning aid. The Digest first discusses independent study, collaborative study, and interdisciplinary work with the help of the computer. The Digest then considers how in English instruction, the computer can add to mass media studies—students can read electronic newspapers, look at research reports on the Internet, and take quizzes with immediate answers. In addition, the computer can strengthen writing itself by allowing almost instantaneous revision with a word processor. The instructor may integrate the computer into a course gradually so that students can first acquire the basic computer skills, proceed to mini-research assignments on the school computer network, then continue with active correspondence on e-mail, and finally, attempt a collaborative project with a correspondent. Used judiciously, the computer offers bonuses for research, collaboration, and experimentation. (NKA)

ED 409 589 CS 215 950

Six Questions Educators Should Ask before Choosing a Handwriting Program. ERIC Digest.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-CS-97-05

Pub Date—1997-00-00

Contract—RR93002011

Note—3p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-2698.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Alphabets, Child Development, Elementary School Students, *Emergent Literacy, *Handwriting, *Instructional Effectiveness, Primary Education, Reading Writing Relationship, *Skill Development, Teacher Role, Writing Readiness, *Writing Skills

Identifiers—D Nealian Manuscript, Educational Issues, ERIC Digests, Zaner Bloser Method

This Digest looks at recent research, and then asks and considers some important questions about choosing a handwriting program for young children, i.e.: (1) which alphabet is developmentally appropriate; (2) which alphabet is easier to use; (3) which alphabet is easier to read; (4) which alphabet is more easily integrated; (5) which alphabet is easier to teach; and (6) whether slanted manuscript helps with students' transition to cursive handwriting. (NKA)

EA

ED 399 647 EA 027 893

Lines, Patricia M.

Homeschooling.

ACCESS ERIC, Rockville, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —ERIC-96-5033

Pub Date—1996-00-00

Contract—RR92024001

Note—6p.

Pub Type— ERIC Publications (071) — Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Compulsory Education, Educational Policy, Educational Resources, Elementary Secondary Education, Federal Government, *Government Role, *Home Schooling, *Private Education, *State Regulation

Choosing to homeschool or to educate a child traditionally is often a difficult and confusing decision for parents and guardians. To help them make the best possible choice, this brochure answers basic questions about homeschooling and suggests other useful sources of information. The questions include the following: (1) Do families have a right to school their children at home? (2) What does the federal government do for families who school at home? (3) How do educators and policymakers view homeschooling? (4) How well do home-schooled children do? (5) What are college-admission policies with regard to home-schooled students? and (6) What resources are available to homeschoolers? The brochure also identifies additional sources of information. (LMI)

ED 399 648 EA 027 894

Lines, Patricia M. And Others

Homeschooling Resources for Parents and Students.

ACCESS ERIC, Rockville, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —ERIC-96-5034

Pub Date—1996-00-00

Contract—RR92024001

Note—6p.

Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Resources, Elementary Secondary Education, *Home Programs, *Home Schooling, Information Sources, Instructional Materials, Nontraditional Education, Online Systems, Parents as Teachers, Printed Materials, *Private Education, Publications

This brochure highlights educational materials for parents who teach their children at home. Many of the sources are available through libraries, public schools, government agencies, nonprofit institutions, and online services. The pamphlet lists 12 magazines and newsletters now available to home-schooling families, 8 electronic sources, and 17 books. (LMI)

ED 400 583 EA 026 366

Bridges, Edwin M. Hallinger, Philip

Implementing Problem Based Learning in Leadership Development.

ERIC Clearinghouse on Educational Management, Eugene, OR.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-86552-131-X

Pub Date—1995-00-00

Contract—RR93002006

Note—211p.

Available from—ERIC Clearinghouse on Educational Management, 5207 University of Oregon, Eugene, OR 97403-5207 ($14.95 plus $3 handling, payable to University of Oregon/ERIC).

Pub Type— Books (010) — Guides - Non-Classroom (055) — ERIC Publications (071)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Administrator Education, Change Strategies, Classroom Techniques, Doctoral Programs, Educational Administration, Higher Education, *Instructional Innovation, *Learning Strategies, *Problem Solving, *Professional Development, Student Evaluation

Identifiers—*Problem Based Learning

Messy, real-life problems provide the starting point for learning in a radically transformed instructional environment. In problem-based learning (PBL), students in educational administration classes—aspiring and current principals—jointly decide how to deal with the problems and learn leadership skills by facilitating collaboration and building consensus. This book seeks to convey how PBL can become a vehicle for building meaningful connections among research, theory, and practice in the classroom. Chapter 1 elaborates the model, illustrates how it has been used to prepare school leaders, and contrasts PBL with the case method. Chapters 2 through 4 offer strategies for developing PBL instructional materials, describe the instructor's role in implementing PBL in the classroom, and provide suggestions for developing multiple approaches to student assessment. The fifth chapter explores how PBL can be integrated in Ed.D. research, and how PBL can help doctoral students appropriately apply research, theory, and knowledge to problems that arise from educational policy and practice. The final chapter discusses instructional and curricular issues that arise during the implementation process. Appendices contain a sample PBL project, notes of project writing, a sample course syllabus, a project planning form, and a sample evaluation of a student project. One figure and three tables are included. (Contains 54 references.) (LMI)

ED 401 595 EA 027 548

Johnson, James H.

Data-Driven School Improvement. ERIC Digest, Number 109.

ERIC Clearinghouse on Educational Management, Eugene, OR.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-EA-97-1

Pub Date—1997-01-00

Contract—RR93002006

Note—3p.

Available from—Editor, ERIC Clearinghouse on Educational Management, 5207 University of Oregon, Eugene, OR 97403-5207 (free; $2.50 postage and handling).

Pub Type— Collected Works - Serials (022) — ERIC Publications (071) — Guides - Non-Classroom (055) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Action Research, *Data Analysis, *Data Collection, *Educational Assessment, Elementary Secondary Education, *Evaluation Methods, Evaluation Utilization, *Student Evaluation

Identifiers—ERIC Digests

With accurate information, educators are better able to make effective decisions. Besides being used to assess student performance, a complete program of data collection and use can also show educators how management skills, individual learning styles, and other elements affect student achievement. This digest provides an overview of how collecting data on student learning in a timely and accurate manner can be used to improve schools. It discusses the role of data in improving education, the types of data that should be collected, the role of teachers as researchers, the effective uses of data, and the steps that schools can take to improve their use of data. (Contains nine references.) (LMI)

ED 401 596 EA 027 671

Smith, Stuart C., Ed. Piele, Philip K., Ed.

School Leadership: Handbook for Excellence. Third Edition.

ERIC Clearinghouse on Educational Management, Eugene, OR.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-86552-135-2

Pub Date—1997-00-00

Contract—RR93002006

Note—444p.; For the second edition, see ED 309 504.

Available from—ERIC Clearinghouse on Educational Management, 5207 University of Oregon, Eugene, OR 97403-5207 (Code EMOSLP, ISBN 0-86552-135-2, paper, $19.95; Code EMOSPC, ISBN 0-86552-134-4, cloth, $29.95; add 10 percent or $4 minimum shipping and handling; quantity discounts).

Pub Type— Books (010) — ERIC Publications (071)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors—Administrator Qualifications, *Administrator Responsibility, *Administrator Role, Elementary Secondary Education, Ethics, *Leadership, Leadership Qualities, Leadership Styles, Participative Decision Making, Principals, Quality Circles, School Based Management

School leaders, especially principals, will play a major role in determining how effectively public schools are able to respond to the challenges of the next century. This handbook summarizes, analyzes, and synthesizes literature on educational leadership. It also integrates theory and practice, containing ideas from practitioners. The volume looks at leadership from four perspectives—the person, the values, the structure, and the skills. Three chapters in part 1 focus on the person who holds a leadership position, including the characteristics of an effective leader, leadership styles and strategies, and leadership training. Three chapters in part 2 deal with the foundation of ethics, vision, and values that give moral purpose to the practice of school leadership. The third part contains three chapters that examine the systems of support structures that underlie school leadership, including school-based management, quality work teams, shared decision making. Six chapters in part 4 focus on leadership skills, such as leading the instructional program and staff; communicating; building coalitions; leading meetings; and managing time, stress, and conflict. (Some of the data for chapters 7, 8, and 13 were derived from a total of 14 interviews with superintendents, administrators, educators, and members of educational partnerships. Eight tables are included. References accompany each chapter.) (LMI)

ED 401 600 EA 028 027
Joyce, Bruce, Ed. Calhoun, Emily, Ed.
Learning Experiences in School Renewal: An Exploration of Five Successful Programs.
ERIC Clearinghouse on Educational Management, Eugene, OR.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86552-133-6
Pub Date—1996-00-00
Contract—RR93002006
Note—219p.
Available from—Editor, ERIC Clearinghouse on Educational Management, 5207 University of Oregon, Eugene, OR 97403-5207 ($14.95 plus $4 postage and handling."
Pub Type— Books (010) — Reports - Descriptive (141) — ERIC Publications (071)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—*Academic Achievement, *Action Research, Case Studies, Educational Cooperation, Educational Environment, *Educational Improvement, Elementary Secondary Education, Methods Research, Operations Research, *Participatory Research, Program Implementation, Theory Practice Relationship

This book presents case-study findings of five school systems' efforts to become true learning communities through action research into the school-renewal process. The programs were located in the Southeast, Midwest, Far West, and an overseas region of the Department of Defense Dependents Schools. The programs shared three characteristics: a focus on improving student learning, an investment in people, and a commitment to generating knowledge about important aspects of school renewal and staff development. Program outcomes led to the development of the following hypotheses: (1) restructuring job assignments and schedules to build time for collective inquiry into the workplace will increase school-improvement activity; (2) active democracy and collective inquiry create the structural conditions in which the process of school improvement is nested; (3) learning to study the learning environment will increase inquiry into ways of helping students learn better; (4) connecting the faculty to the knowledge base on teaching and learning will generate more successful initiatives; (5) staff development will provide synergy and result in initiatives that have greater student effects; and (6) working in small groups will increase the sense of belonging among faculty members. Thirty-one tables are included. (Contains 134 references.) (LMI)

ED 402 643 EA 028 072
Lashway, Larry
Visionary Leadership. ERIC Digest, Number 110.
ERIC Clearinghouse on Educational Management, Eugene, OR.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-97-2
Pub Date—1997-01-00
Contract—RR93002006
Note—3p.
Available from—Editor, ERIC Clearinghouse on Educational Management, 5207 University of Oregon, Eugene, OR 97403-5207 (free; $2.50 postage and handling).
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Effectiveness, Administrator Role, Educational Environment, *Educational Objectives, Elementary Secondary Education, *Institutional Mission, *Leadership, Organizational Climate, Organizational Communication, *Organizational Development, *Principals
Identifiers—ERIC Digests

"Vision" is one of the most frequently used buzzwords in the education literature of the 1990s. This digest presents an overview of visionary leadership, which many education experts consider to be a make-or-break task for the school leader. It discusses various definitions of vision, the significance of vision for organizations, the ways in which visions develop, the top-down and bottom-up nature of vision, and the ways in which leaders facilitate vision. An organizational vision creates a more unified school culture and serves as a way to reconnect schools to an increasingly alienated public. Although involving teachers in the formulation of a school's vision is important, the principal clearly plays an important role in initiating and promoting it. Above all, principals must create a climate and a culture for change. (Contains 11 references.) (LMI)

ED 402 685 EA 028 153
Lashway, Larry
Leadership Strategies.
National Association of Elementary School Principals, Alexandria, VA.; ERIC Clearinghouse on Educational Management, Eugene, OR.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1997-00-00
Contract—RR93002006
Note—5p.
Available from—Educational Products, NAESP, 1615 Duke Street, Alexandria, VA 22314-3483 ($2.50, single copy; $2 each on orders of 10 or more).
Journal Cit—Research Roundup; v13 n2 Win 1996-97
Pub Type— Collected Works - Serials (022) — ERIC Publications (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Characteristics, Administrator Responsibility, *Administrator Role, Educational Environment, Elementary Secondary Education, *Leadership, *Leadership Qualities, *Leadership Styles, *Organizational Climate, Principals

Principals today are expected to maximize their schools' performances with limited resources while also adopting educational innovations. This synopsis reviews five recent publications that offer some important insights about the nature of principals' leadership strategies: (1) "Leadership Styles and Strategies" (Larry Lashway); (2) "Facilitative Leadership: How Principals Lead without Dominating" (David T. Conley and Paul Goldman); (3) "Symbols and Symbolic Activity" (Terrence E. Deal); (4) "The Leadership Paradox: Balancing Logic and Artistry in Schools" (Terrence E. Deal and Kent D. Peterson); and (5) "Forceful Leadership and Enabling Leadership: You Can Do Both" (Robert E. Kaplan). Lashway reviews the recent literature on leadership styles and strategies, and concludes that effective leadership is built on three basic strategies: hierarchical, transformational, and facilitative. Conley and Goldman describe the rationale behind facilitative leadership, offering a candid discussion of its advantages and disadvantages. Deal discusses strategies that emphasize the leader's role as a manager of meaning, suggesting ways in which to build a school culture that will invite loyalty and commitment. Deal and Peterson offer a prescription for reconciling and integrating the multiple demands of technical leadership and symbolic leadership. Kaplan discusses "forceful" and "enabling" strategies, describing the problems that result when leaders fail to keep a balance. (LMI)

ED 404 715 EA 024 831
Improving Student Achievement through Community Collaboration.
ERIC Clearinghouse on Educational Management, Eugene, OR.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ED/OERI-92-35
Pub Date—1993-00-00
Contract—RI88062004
Note—13p.
Available from—Publication Sales, Publications Department, ERIC/CEM, 1787 Agate Street, Eugene, OR 97403 ($2.50).
Journal Cit—Urban Superintendents' Sounding Board; v1 n2 Win 1993
Pub Type— Collected Works - Serials (022) — ERIC Publications (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Change Strategies, *Community Cooperation, Compensatory Education, Demography, Disadvantaged Youth, Educational Change, Elementary Secondary Education, *Politics of Education, Poverty, Prenatal Drug Exposure, Public Schools, *School Business Relationship, School Restructuring, Staff Development, *Superintendents, *Urban Schools
Identifiers—*Education Consolidation Improvement Act Chapter 1

Building community collaboration and commitment for educating students in urban districts was the theme of the January 29-31, 1992, meeting of the Urban Superintendents' Network. Presentations and discussions focused on the political nature of education, Chapter 1 legislation, the use of educational technology, and educational standards and testing. This publication includes excerpts from the keynote address by Bernard Watson speaking on the urgent need for collaborative action in solving problems in education. Another article features an exchange about business/education collaboratives between Deputy Secretary of Education David Kearns and meeting participants. Harold Hodgkinson presented data on urban demographics. Concurrent sessions were held on four topics: education of children prenatally exposed to drugs, school/community/business collaboration, staff development and renewal, and school restructuring and reform. Excerpts from each district's response to these topics are dispersed throughout the issue in a series called "District Responses: Meeting the Challenge." (MLF)

ED 404 719 EA 025 418
Renchler, Ron
Involving Cities in Our Schools: Municipal Collaboration in Urban Districts.
ERIC Clearinghouse on Educational Management, Eugene, OR.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1994-00-00
Contract—RR93002006
Note—9p.
Available from—Publication Sales, Publications Department, ERIC/CEM, 1787 Agate Street, Eugene, OR 97403 ($2.50).
Journal Cit—Urban Superintendent's Sounding Board; v2 n1 Win 1994
Pub Type— Collected Works - Serials (022) — ERIC Publications (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Role, Agency Cooperation, Educational Change, Educational Cooperation, Elementary Secondary Education, Leadership, School Districts, *Superintendents, Urban Education, *Urban Schools

This publication contains three articles that examine the changing role of the urban superintendent. The first presents highlights of interviews with Dr. Walter Amprey, superintendent of the Baltimore City Public Schools, and Dr. Donald Ingwerson, who served 12 years as the superintendent of the Jefferson County, Kentucky, Public Schools. Each superintendent related his experiences with collaborative projects and emphasized the importance of collaboration in educational reform. The second article describes a National Science Foundation grant program for the betterment of urban schools—the Urban Systemic Initiative (USI). The USI is aimed at a limited number of large cities to initiate systemic reform to foster experimentation, accelerate the rate of change, and implement systemwide improvement in K-12 students' achievement in mathematics, science, and technology. The third article summarizes comments made at the January 1993, meeting of the Urban Superintendents' Network by the mayors of five cities—Albuquerque, New Mexico; Denver, Colorado; Minneapolis, Minnesota; Tacoma, Washington; and Washington, D.C. The final section includes a review of the book "Together We Can: A Guide for Crafting a Profamily System of Education and Human Services." A list of OERI Superintendents' Network members is included. (LMI)

ED 405 641 EA 028 231

Royal, Mark A.; Rossi, Robert J.

Schools as Communities. ERIC Digest, Number 111.

ERIC Clearinghouse on Educational Management, Eugene, OR.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EA-97-3

Pub Date—1997-00-00

Contract—RR93002006

Note—3p.

Available from—ERIC Clearinghouse on Educational Management, 5207, University of Oregon, Eugene, OR 97403-5207 (free; $2.50 postage and handling).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Collegiality, *Educational Environment, Educational Improvement, Elementary Secondary Education, *Interprofessional Relationship, *Organizational Climate, Public Schools, *School Culture, *School Organization

Identifiers—ERIC Digests

A good deal of evidence now suggests that a strong sense of community in schools has benefits for both staff members and students, while providing a necessary foundation for school improvement. This digest provides an overview of the literature on schools as communities. The digest identifies the elements of community schools, the effects of school community on staff members and students, the structural and organizational factors of community in schools, and the relationship of community to other improvement activities. The digest views a school community as having open communication, widespread participation, a prevalence of teamwork, and diversity that is incorporated. Development of a healthy sense of community may be necessary for the long-term success of school-improvement activities. (Contains 10 references.) (LMI)

ED 405 642 EA 028 252

Irmsher, Karen

Education Reform and Students at Risk. ERIC Digest, Number 112.

ERIC Clearinghouse on Educational Management, Eugene, OR.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EA-97-4

Pub Date—1997-04-00

Contract—RR93002006

Note—3p.

Available from—ERIC Clearinghouse on Educational Management, 5207, University of Oregon, Eugene, OR 97403-5207 (free; $2.50 postage and handling).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Improvement, Educational Research, Educational Resources, Elementary Secondary Education, *High Risk Students, *Organizational Climate, *Organizational Effectiveness, Program Effectiveness, Program Implementation, School Restructuring

Identifiers—ERIC Digests, *Reform Efforts

In 1991, the U.S. Congress commissioned the Department of Education's Office of Educational Research and Improvement to investigate the various aspects of education reform. This digest summarizes the findings of a resulting study that focused on the effects of school reform on students at risk. The digest identifies the components of effective programs, the elements of a caring community, the characteristics of high-reliability schools, the resources necessary for implementing and maintaining effective reforms, and the implications for policy practice. Two broad conditions are typically present in schools that successfully serve at-risk students. First, the schools function as caring, cohesive communities. Second, they operate under standards similar to high-reliability organizations (HROs). HROs usually have three features: clear and widely shared goals, similarities between management structure and resource management, and professionalism. Local, within-system financial support, involved principals, material resources, and political resources are necessary for effective reform. A conclusion is that schools acting in isolation cannot ensure that at-risk students will receive a quality education. (LMI)

ED 406 716 EA 025 035

Survey of Major Issues and Trends Relevant to the Management of Elementary and Secondary Education. Trends & Issues, Number 8.

ERIC Clearinghouse on Educational Management, Eugene, OR.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-86552-121-2

Pub Date—1993-09-00

Contract—RR93002006

Note—49p.

Available from—Editor, ERIC Clearinghouse on Educational Management, 5207 University of Oregon, Eugene, OR 97403-5207 ($3.50).

Pub Type— ERIC Publications (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Education, *Educational Administration, *Educational Change, Educational Facilities, Educational Finance, *Educational Trends, Elementary Secondary Education, Governance, Labor Relations, Principals, School Choice, School Law, *School Restructuring, *Sociocultural Patterns, Teaching (Occupation)

Research conducted during the last decade supports the notion that educational reform must be comprehensive and systemic. This paper summarizes major issues and trends in the management of elementary-secondary education. The synthesis is designed to promote an understanding of how broad in scope systemic reform must be. Twelve chapters present information on trends in the following areas: the changing social and economic context; educational reform and restructuring; the evolving patterns of governance; leadership—the changing principal's role; the training and selection of school administrators; women and minorities in educational administration; instructional personnel; the school-choice movement; school finance; labor relations; educational facilities; and school law. References accompany each section. (LMI)

ED 406 717 EA 027 318

Weber, James

Can Cutbacks Leave School Programs Viable? ERIC Digest, Number 106.

ERIC Clearinghouse on Educational Management, Eugene, OR.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EA-96-6

Pub Date—1996-06-00

Contract—RR93002006

Note—3p.

Available from—Editor, ERIC Clearinghouse on Educational Management, 5207 University of Oregon, Eugene, OR 97403-5207 (free; $3 postage and handling waived if stamped, self-addressed envelope enclosed).

Pub Type— Information Analyses (070) — ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Budgeting, Cost Effectiveness, Costs, Educational Finance, Elementary Secondary Education, *Financial Exigency, *Program Termination, *Public Schools, *Reduction in Force, *Retrenchment

Identifiers—Downsizing, ERIC Digests

Most public schools, out of financial necessity, have had to reduce costs while maintaining facilities and essential programs and remaining accountable for student outcomes. School downsizing can mean making painful decisions about program elimination and staff layoffs. This digest offers suggestions for using downsizing to some advantage—identifying and reducing programs of limited benefit, making instructional programs more focused and defensible, gathering detailed information about district staff's efforts, and utilizing staff ideas for cutting costs. The digest highlights examples of program ranking systems, such as the four-tier model, that help administrators decide which programs to cut. The digest also identifies what information is most valuable in planning reductions, and identifies who should be involved in the decision-making process. The digest also highlights ways to prevent low staff morale and discusses the effect of downsizing on staff creativity. (Contains six references.) (LMI)

ED 406 718 EA 027 442

Lashway, Larry

The Strategies of a Leader. ERIC Digest, Number 105.

ERIC Clearinghouse on Educational Management, Eugene, OR.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EA-96-5

Pub Date—1996-04-00

Contract—RR93002006

Note—3p.

Available from—Editor, ERIC Clearinghouse on Educational Management, 5207 University of Oregon, Eugene, OR 97403-5207 (free; $3 postage and handling waived if stamped, self-addressed envelope enclosed).

Pub Type— Information Analyses (070) — ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Effectiveness, *Administrator Responsibility, *Administrator Role, *Educational Administration, Instructional Leadership, Leadership, *Leadership Qualities, *Leadership Styles

Identifiers—ERIC Digests

A decade ago, principals were asked to become instructional leaders who exercised firm control by setting goals, maintaining discipline, and evaluating results. Today they are encouraged to act as facilitative leaders by building teams, creating networks, and "governing from the center." Rapid shifts in administrative philosophy can be frustrating for practitioners, especially if they are seeking the one best way to lead. These seemingly contradictory approaches, however, can be viewed as complementary strategies rather than as competing paradigms. This digest outlines the tenets of three broad leadership strategies—hierarchical, transformational, and facilitative. It offers the following guidelines for choosing leadership strategies: (1) leaders should use strategies flexibly; (2) leaders should balance short-term and long-term needs; (3) strategic choices must serve institutional values; and (4) the same action can serve more than one strategy. (Contains nine references.) (LMI)

ED 406 740 EA 028 305

Gaustad, Joan

Nongraded Primary Education.

National Association of Elementary School Principals, Alexandria, VA.; ERIC Clearinghouse on Educational Management, Eugene, OR.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1992-00-00

Contract—RR93002006

Note—5p.

Available from—Educational Products, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314-3483

($2.50. quantity discounts)

Journal Cit—Research Roundup. v9 n1 Fall 1992

Pub Type— Collected Works - Serials (022) — ERIC Publications (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement. *Age Grade Placement. Educational Research. *Grouping (Instructional Purposes). *Mixed Age Grouping. *Nongraded Instructional Grouping. Nontraditional Education. Open Education. *Primary Education

Nongraded education is the practice of teaching children of different ages and ability levels together, without dividing them into groups labeled by grade designations. As the year 2000 approaches and schools are being re-evaluated in light of changing social and economic conditions, nongradedness is the focus of renewed interest. This publication contains an annotated bibliography of six pieces of research literature on nongraded elementary education: (1) "The Nongraded Elementary School" (John I. Goodlad and Robert H. Anderson); (2) "Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8" (National Association for the Education of Young Children); (3) "The Case for Mixed-Age Grouping in Early Education" (Lilian G. Katz, and others); (4) "Supporting Learning: Understanding and Assessing the Progress of Children in the Primary Program: A Resource for Parents and Teachers" (Ministry of Education, Province of British Columbia); (5) "Nongraded Education: Mixed-age, Integrated, and Developmentally Appropriate Education for Primary Children" (Joan Gaustad); and (6) "Making the Transition to Nongraded Primary Education" (Joan Gaustad). (LMI)

ED 406 741 EA 028 306

Rehfuss, John

Privatization in Education.

National Association of Elementary School Principals, Alexandria, VA.; ERIC Clearinghouse on Educational Management, Eugene, OR.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1995-00-00

Contract—RR93002006

Note—5p.

Available from—Educational Products, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314-3483 ($2.50. quantity discounts)

Journal Cit—Research Roundup. v11 n3 Spr 1996

Pub Type— Collected Works - Serials (022) — ERIC Publications (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Contracts. Educational Economics. *Educational Finance. Elementary Secondary Education. *Free Enterprise System. *Private Sector. *Privatization. Public Schools. School Business Relationship. *School Choice. School Organization

Privatization calls for substantially trimming the scope and breadth of government services, replacing them with private or other nongovernmental operators. The attraction of privatization is reduced costs and increased management flexibility. To date, the arrangement has received substantial support from students and parents in situations that offered a full range of choice; however, it has not always produced higher student achievement. This brief contains an annotated bibliography of five publications that focus on privatization: (1) "Privatizing Education and Educational Choice: Concepts, Plans, and Experiences" (Simon Hakim, Paul Seidenstat, and Gary Bowman); (2) "Making Schools Work: Contracting Options for Better Management" (Janet R. Beales and John O'Leary); (3) "Reinventing Public Education" (Paul T. Hill); (4) "Public Schools Go Private" (Donna Harrington-Lueker); and (5) "Come Tesser with Us" (Pat Ordovensky). (LMI)

ED 406 742 EA 028 307

McChesney, Jim

Year-Round Schools.

National Association of Elementary School Principals, Alexandria, VA.; ERIC Clearinghouse on Educational Management, Eugene, OR.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1996-00-00

Contract—RR93002006

Note—5p.

Available from—Educational Products, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314-3483 ($2.50. quantity discounts).

Journal Cit—Research Roundup; v12 n3 Spr 1996

Pub Type— Collected Works - Serials (022) — ERIC Publications (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Innovation. Elementary Secondary Education. Flexible Scheduling. *Outcomes of Education. Program Implementation. School Policy. *School Schedules. Summer Schools. Vacation Programs. *Year Round Schools

One avenue being explored as a way to cut costs while maintaining the quality of programs and services is year-round education (YRE). In most cases, the known benefits and drawbacks of an existing component of traditional scheduling must be weighed against the theoretical advantages and disadvantages of YRE. The five articles reviewed in this brief look at the pros and cons of YRE through examples from districts and schools that have implemented it and those that have abandoned it, as well as through studies of participants' perceptions of program strengths and weaknesses. The articles include: (1) "What Twenty Years of Educational Studies Reveal About Year-Round Education" (Blaine R. Worthen and Stephen W. Zsiray, Jr.); (2) "Year-Round No More" (William D. White); (3) "Year Round Education: Breaking the Bonds of Tradition" (Kim E. Sheane, Jean Donaldson, and Louann A. Bierlein); (4) "Year-Round Schooling as an Avenue to Major Structural Reform" (Patricia Gandara and Judy Fish); and (5) "Policy Considerations in Conversion to Year-Round Schools" (Gene V. Glass). (LMI)

ED 406 744 EA 028 309

Lashway, Larry

Shared Decision Making.

National Association of Elementary School Principals, Alexandria, VA.; ERIC Clearinghouse on Educational Management, Eugene, OR.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1997-00-00

Contract—RP93002006

Note—5p.

Available from—Educational Products, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314-3483 ($2.50. quantity discounts)

Journal Cit—Research Roundup; v13 n3 Fall 1996

Pub Type— Collected Works - Proceedings (021) — ERIC Publications (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Role. Decision Making. Educational Cooperation. Elementary Secondary Education. *Governance. Interprofessional Relationship. Leadership. *Participative Decision Making. *Principals. *Teacher Administrator Relationship

In shared decision making (SDM), principals collaborate with teachers and sometimes parents to take actions aimed at improving instruction and school climate. While research on SDM outcomes is still inconclusive, the literature shows that SDM brings both benefits and problems, and that the principal is a key figure. This brief offers a sampling of recent research on shared decision making: (1) "Shared Decision-Making" (Lynn Balster Liontos and Larry Lashway); (2) "Principals' Skills and Knowledge for Shared Decision-Making" (Kent Peterson, Kubilay Gok, and Valli D. Warren); (3) "Influences of Shared Decision-Making on School and Classroom Activity: Conversations with Five Teachers" (Gary A. Griffin); (4) "The Principal as Mini-Superintendent under Chicago School Reform" (Bruce R. McPherson and Robert L. Crowson); and (5) "The Fire Is Back! Principals Sharing School Governance" (Jo Blase and Joseph Blase). (LMI)

ED 409 603 EA 028 073

Conley, David T.

Roadmap to Restructuring: Charting the Course of Change in American Education. Second Edition.

ERIC Clearinghouse on Educational Management, Eugene, OR.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-86552-137-9

Pub Date—1997-00-00

Contract—RR93002006

Note—592p.; For first edition, see ED 359 593.

Available from—ERIC Clearinghouse on Educational Management, 5207 University of Oregon, Eugene, OR 97403-5207 (cloth: ISBN-0-86552-136-0, $34.95 prepaid plus postage and handling; paper: ISBN-0-86552-137-9, $23.95 prepaid plus postage and handling).

Pub Type— Books (010) — ERIC Publications (071) — Opinion Papers (120)

EDRS Price - MF03/PC24 Plus Postage.

Descriptors—*Academic Standards. *Educational Assessment. *Educational Change. Educational Environment. Educational Technology. Elementary Secondary Education. Governance. Higher Education. Leadership. School Community Relationship. *School Restructuring. School Schedules

In education, the term restructuring is as notable for its ambiguity as for its meaning. This book draws from more than 600 sources across a wide spectrum of perspectives regarding restructuring. It provides a picture of many of the trends and issues in school restructuring and attempts to place these issues into a context that helps explain where schools have come from and where they might be going. The book is designed to help faculties develop their vision of restructuring and their strategies for pursuing the process of restructuring. The book is organized into four major parts. Part 1, "Rationale and Context," presents a historical context within which restructuring can be considered, as well as a summary of the current motivations for and implications of educational restructuring. Part 2, "Changing Roles and Responsibilities," examines the evolution of new roles for essentially all the groups that participate in public education directly or indirectly. The third part, "Dimensions of Restructuring," explores the concepts of incremental and discontinuous change and then discusses current activities in school restructuring along 12 dimensions—learning standards, curriculum, instruction, assessment, learning environment, technology, school-community relationship, teaching and learning time, governance, teacher and principal leadership, personnel structures, and contractual relationships. Part 4, "Process of Restructuring," captures the lessons being learned about the process of restructuring schools and presents examples of strategies and techniques for restructuring. Two figures and subject and author indices are included. (Contains over 600 references.) (LMI)

ED 409 604 EA 028 387

Gaustad, Joan

Building Support for Multiage Education. ERIC Digest, Number 114.

ERIC Clearinghouse on Educational Management, Eugene, OR.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EA-97-6

Pub Date—1997-06-00

Contract—RR93002006

Note—3p.

Available from—ERIC Clearinghouse on Educational Management, 5207, University of Ore-

gon. Eugene. OR 97403-5207.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Community Support. Elementary Secondary Education. *Information Dissemination. *Mixed Age Grouping. *Nongraded Instructional Grouping. *Parent Participation. Participative Decision Making. Public Support. School Community Relationship. *School Support. Volunteers
Identifiers—ERIC Digests

Multiage education involves placing children of different ages, abilities, and emotional maturity in the same classroom. Research indicates that heterogeneous grouping promotes cognitive and social growth, reduces antisocial behavior, and facilitates the use of research-based, developmentally appropriate instructional practices. Because multiage education is unfamiliar to most citizens, it is crucial for these programs to garner parent and community support. This digest summarizes research findings on how schools can create support for multiage education. Topics include the importance of parent and community support, the ways in which multiage practices can be effectively communicated, the ways in which parents and the community can be involved, the obstacles that can hinder meaningful parent involvement, and the ways in which parents and community members can participate in decision making. (LMI)

ED 409 605 EA 028 388
Lashway, Larry
Measuring Leadership Potential. ERIC Digest, Number 115.
ERIC Clearinghouse on Educational Management, Eugene, OR.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-97-7
Pub Date—1997-06-00
Contract—RR93002006
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, 5207 University of Oregon, Eugene, OR 97403-5207.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Evaluation, Administrator Qualifications, Administrator Selection, *Educational Administration, Elementary Secondary Education, *Evaluation Utilization, Formative Evaluation, *Leadership Qualities, Measurement Techniques
Identifiers—ERIC Digests

Today there are dozens of instruments that claim to measure leadership capacities. Although every instrument has limitations and must be used carefully, the tests can be used to identify leadership potential. This digest summarizes the reasons for using formal assessments, the attributes measured by such tests, the ways in which leadership potential is measured, and the limits of formal assessment. It is recommended that school district personnel make sure that the test closely matches the demands of the position; determine whether the test satisfies basic statistical criteria such as validity and reliability; and carefully interpret test results. (LMI)

ED 409 609 EA 028 453
Lumsden, Linda
Expectations for Students. ERIC Digest, Number 116.
ERIC Clearinghouse on Educational Management, Eugene, OR.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-97-8
Pub Date—1997-07-00
Contract—RR93002006
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, 5207 University of Oregon, Eugene, OR 97403-5207.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Academic Standards, Elementary Secondary Education, *Performance, Student Attitudes, Student Development, *Student Educational Objectives, Student Placement, *Teacher Attitudes, *Teacher Expectations of Students
Identifiers—ERIC Digests

Not all schools and teachers maintain uniformly high expectations for all students. Evidence suggests that schools can improve student learning by encouraging teachers and students to set their sights high. This digest synthesizes recent research about teachers' expectations and the ways in which teachers' expectations affect student performance; the ways in which teachers' beliefs translate into differential behavior toward students; other factors that influence expectations of students; students' attitudes toward and perceptions of expectations; and the ways in which teachers can maintain high expectations. Because teachers' expectations for students tend to be self-fulfilling, teachers should regularly examine their own attitudes and beliefs and treat their students as if they already are eager learners. (Contains 11 references) (LMI)

EC

ED 409 660 EC 305 640
Ford, Donna Y. Thomas, Antoinette
Underachievement among Gifted Minority Students: Problems and Promises. ERIC Digest E544.
ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-95-7
Pub Date—1997-07-00
Contract—RR93002005
Note—5p.
Available from—ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Dr., Reston, VA 20191-1589; toll-free telephone: 800/328-0272; fax: 703/264-9494; e-mail: ericec@cec.sped.org
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Black Students, Change Strategies, Definitions, Elementary Secondary Education, *Gifted, Influences, *Minority Group Children, *Performance Factors, Prevention, Teaching Methods, *Underachievement
Identifiers—ERIC Digests

This digest discusses factors affecting the achievement of gifted minority students, particularly Black students. Problems associated with underachievement definitions and the influence of social, cultural, and psychological factors on student achievement are examined. Suggestions and recommendations for reversing underachievement among gifted minority students are presented. Two tables are appended: a checklist for identifying indices of underachievement among gifted Black students, and strategies to enhance achievement among gifted minority students. (Contains 16 references.) (JDD)

FL

ED 399 761 FL 023 832
Marcos, Kathleen
Foreign Language Exploratory Programs: Introduction to Language Learning. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-96-08
Pub Date—1996-06-00
Contract—RR93002010
Note—4p.
Available from—ERIC/CLL, 1118 22nd Street N.W., Washington, DC 20037.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cultural Awareness, Educational Objectives, Educational Trends, Elementary Education, Information Sources, *Introductory Courses, Models, Program Descriptions, Program Design, *Second Language Learning, *Second Language Programs, Trend Analysis
Identifiers—ERIC Digests, *Foreign Language Experience Programs, Lovett School GA, Prince Georges County Public Schools MD, Provo City School District UT, Twin Falls School District 411 ID

Foreign Language Exploratory or Foreign Language Experience (FLEX) programs offer one approach to initiating foreign language instruction for children. One survey reported that 41 percent of United States elementary schools offering language instruction had FLEX programs. Statistics on FLEX programs in middle schools are unavailable. Most FLEX programs aim simply to give students a foundation for foreign language study, and may help students decide which language to study later and boost school system language enrollment. Cultural awareness is often included. Programs offer frequent, regular classes in a short period or short, less regular classes over a longer period, and are usually not part of a sequence. Courses may be taught by itinerant language teachers or regular classroom teachers. Four broad FLEX program types include general language courses teaching basic linguistic concepts, language potpourri or world language study courses sampling different languages, single language offerings with limited introductory exposure, and a combination of general and language potpourri offerings. Four program models include those of the Provo City (Utah) School District, Twin Falls (Idaho) School District 411, Prince George's County School District (Maryland), and Lovett School (Atlanta, Georgia). Information sources and a list of additional resources are provided. Contains six references and eight resources. (MSE)

ED 400 681 FL 024 154
Adger, Carolyn Temple
Language Minority Students in School Reform: The Role of Collaboration. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-97-01
Pub Date—1996-10-00
Contract—RR93002010
Note—4p.
Available from—ERIC/CLL, 1118 22nd Street N.W., Washington, DC 20037.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cooperation, *Educational Change, Elementary Secondary Education, *Language Minorities, School Community Relationship, *School Restructuring
Identifiers—ERIC Digests

This digest focuses on educators' collaborations among themselves and with parents in reforming schools to serve language minority students well. Examples are provided from the Program in Immigrant Education, a national program working to improve the education of immigrant students in secondary school. Specific attention is focused on the following: (1) the necessity of strong leadership in changing schools, and the importance of keeping language and culture on the reform agenda; (2) teacher inquiry and reflection, whereby teachers raise questions about students' success in school, gather and analyze data, and plan appropriate responses; (3) collaboration beyond the school, which includes collaborations with parents and the community; and (4) the change process, which is ongoing. (Contains 19 references.) (Author/VWL)

ED 402 786 FL 024 351

Lucas, Tamara

Promoting Secondary School Transitions for Immigrant Adolescents. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-97-04
Pub Date—1996-12-00
Contract—RR93002010
Note—4p.
Available from—ERIC/CLL, 1118 22nd Street N.W., Washington, DC 20037.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Access to Information, *English (Second Language), Higher Education, *Immigrants, Program Descriptions, Secondary Education, *Secondary School Students, Transitional Programs
Identifiers—ERIC Digests

The difficult transitions of adolescence combined with the challenges of learning a new language and culture can be overwhelming for immigrant secondary school students. This Digest highlights three ways educators can help students through these critical transitions and provides brief descriptions of three programs that are working to facilitate these transitions. First, the digest highlights ways of providing immigrant students and their parents with access to information that will help them to integrate successfully into the U.S. school system. This includes intake or parent information centers, workshops and seminars, school documents and orientation materials translated into the home languages of the students, and structured relationships with school staff. The next section discusses programs that support English language and academic development, including newcomer schools, English-as-a-Second-Language programs, sheltered English content programs, bilingual education programs, and alternative schools. The third section focuses on promoting access to postsecondary education, and the last section provides program profiles of The International High School in Queens, New York, Advancement Via Individual Development (AVID); and Project Adelante. (JL)

ED 402 787 FL 024 352

Kuntz, Patricia

African Languages at the K-12 Level. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-97-02
Pub Date—1996-10-00
Contract—RR93002010
Note—4p.
Available from—ERIC/CLL, 1118 22nd Street N.W., Washington, DC 20037.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*African Languages, Arabic, Elementary Secondary Education, *Federal Legislation, *Heritage Education, *Professional Associations, *Second Language Instruction, Second Language Learning, Swahili, *Teacher Qualifications, Uncommonly Taught Languages
Identifiers—ERIC Digests

The teaching of African languages in the United States at the elementary and secondary levels is rare, but a number of schools offer one or more of the major African languages for instruction. This digest looks at the current state of African language instruction in the United States at the elementary and secondary levels and is divided into the following sections: Heritage language, legislation promoting language instruction, teacher qualifications, professional organizations, and resources. A list of private schools or organizations that teach Arabic and a list of public schools that teach Arabic or Swahili are provided at the end of the digest. (Author/JL)

ED 402 788 FL 024 353

Schneider, Elke

Teaching Foreign Languages to At-Risk Learners. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-97-03
Pub Date—1996-12-00
Contract—RR93002010
Note—4p.
Available from—ERIC/CLL, 1118 22nd Street N.W., Washington, DC 20037.
Pub Type— ERIC Publications (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, German, *Grammar, *High Risk Students, Language Patterns, *Learning Disabilities, Metacognition, *Morphology (Languages), *Phonology, *Second Language Instruction, Second Language Learning, *Teaching Methods, Vocabulary Development
Identifiers—ERIC Digests

This digest introduces a specialized approach to teaching at-risk students a foreign language. In the dyslexia literature, the approach is referred to as "multisensory structured language." Because the methodology places a strong emphasis on the metacognitive aspects of language in both native and foreign language instruction, the term "multisensory, structured, metacognitive language instruction" (MSML) is used to address at risk students' weaknesses in recognizing linguistic rules and structure patterns, which are necessary tools for becoming independent users of a foreign language. The approach involves the students in learning to access their linguistic knowledge and the instructor in facilitating metacognitive thought processes. MSML instruction is multisensory, structured, explicit, cumulative, metacognitive, highly repetitive, phonetic, alphabetic, and analytic/synthetical. Each 45- to 60-minute lesson focuses on one of the following rule systems: phonology/orthography, grammar, or vocabulary/morphology. These lessons are discussed in detail, and sample exercises are provided. (Author/JL)

ED 402 789 FL 024 354

Kramsch, Claire

Proficiency Plus: The Next Step. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-97-05
Pub Date—1996-12-00
Contract—RR93002010
Note—4p.
Available from—ERIC/CLL, 1118 22nd Street N.W., Washington, DC 20037.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Communicative Competence (Languages), *Cultural Awareness, Cultural Differences, Curriculum Design, Elementary Secondary Education, Higher Education, *Interpersonal Competence, *Language Proficiency, Second Language Instruction, *Second Language Learning, Teacher Education
Identifiers—ERIC Digests, *Politeness

The ability to communicate in a foreign language requires more than linguistic accuracy. To understand and be understood by others requires the ability to recognize cultural differences. For example, polite behavior in one language may not be the social equivalent in another language. In order to acquire cultural competence, students have to become familiar with the cognitive, affective, and behavioral facets of politeness. By building a cultural politeness mandate at every step in the acquisition of lexical and grammatical forms, the organizing principle of the language curriculum is redefined. This requires moving the learner from habitual learning to skilled learning. Rather than a grammatical or functional syllabus, a contextual syllabus should be considered through which learners can gradually acquire the ability to reflect on how the choice of language in spoken and written discourse defines and is determined by personal relationships, social situations, and cultural presuppositions. In Europe, as in the United States, the foreign language teaching profession is anxious to enhance the cross-cultural awareness of language teachers. Because there is much more to cultural competence than linguistic proficiency, the time has come to make students aware of what they are doing and of the power they have to contribute to or change the social context. The next step on the foreign language educational agenda is: Politeness—a cultural and social construct that requires cognitive and affective maturity, and the concomitant ability to make behavioral choices. (Author/JL)

ED 406 829 FL 024 472

Larsen-Freeman, Diane

Grammar and Its Teaching: Challenging the Myths. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-97-06
Pub Date—1997-00-00
Contract—RR93002010
Note—4p.
Available from—ERIC/CLL, 1118 22nd Street N.W., Washington, DC 20037.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*English, English (Second Language), *Grammar, Language Acquisition, Language Usage, Second Language Instruction, Second Language Learning
Identifiers—ERIC Digests

This digest considers the misconception that grammar is a collection of arbitrary rules about static structures in a language by challenging 10 common myths about grammar and its teaching. The myths include the following: (1) grammar is acquired naturally; it need not be taught; (2) grammar is a collection of meaningless forms; (3) grammar consists of arbitrary rules; (4) grammar is boring; (5) students have different styles and not all students can learn grammar; (6) grammar structures are learned one at a time; (7) grammar has to do only with sentence-level and subsentence-level phenomena; (8) grammar and vocabulary are areas of knowledge; reading, writing, speaking, and listening are the four skills; (9) grammars provide the rules/explanations for all the structures in a language; and (10) "I don't know enough about grammar to teach it." (JL)

ED 406 846 FL 024 527

Christian, Donna

Vernacular Dialects in U.S. Schools. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-97-09
Pub Date—1997-05-00
Contract—RR93002010
Note—4p.; For an earlier edition of this digest, see ED 289 364.
Available from—ERIC/CLL, 1118 22nd Street N.W., Washington, DC 20037.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Black Dialects, *Black Students, *Dialects, Educational Policy, *English, Guide-

lines. Language Arts. *Standard Spoken Usage. Teaching Methods

Identifiers—African Americans. Ann Arbor Public Schools MI. ERIC Digests. Oakland Unified School District CA

This digest discusses the different dialects children bring to the school environment and how U.S. schools deal with these differences. Reference is made to the Ann Arbor (Michigan) case in which a group of African-American parents sued the local school system on behalf of their children, claiming the school was denying their children equal educational opportunity because of their language background, and to the recent Oakland (California) school board decision on instruction of African-American vernacular dialect speakers. The digest discusses the consequences of dialect differences, debates "difference" versus "deficit," and offers guidelines for teaching a standard dialect. The final section describes how dialect study can be beneficial to students from all linguistic backgrounds and suggests that instead of seeing differences as barriers to overcome, they can provide fascinating topics for scientific study. (JL)

ED 406 847 FL 024 528

Crandall, JoAnn, Ed.

ESL through Content-Area Instruction. Language in Education: Theory and Practice 69.

ERIC Clearinghouse on Languages and Linguistics, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-937354-72-4

Pub Date—1995-00-00

Contract—400-86-0019; RR93002010

Note—128p.; Originally published: Englewood Cliffs, NJ: Prentice-Hall, 1987.

Pub Type— Collected Works - General (020) — ERIC Publications (071)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Elementary Secondary Education, *English (Second Language), Higher Education, *Mathematics Instruction, *Science Instruction, Second Language Instruction, *Social Studies, Teaching Methods

Identifiers—*Content Area Teaching

The concept of integrating language instruction with subject matter instruction is not new to language educators. It has been attempted for many years in adult education, in university programs for foreign students, and in specialized language courses for scientists, businessmen, and other professionals. To some degree, it has also been a part of elementary and secondary school English-as-a-Second-Language programs. The collection of essays included in this book—written by classroom teachers, researchers, and teacher educators—describes some of the ways in which English language instruction is being integrated with science, mathematics, and social studies in elementary, secondary, and college classes, and reviews some of the theoretical support for this approach. Included in this volume are an introduction to content-based ESL by JoAnn Crandall and the following chapters: (1) "Integrating Language and Mathematics Learning" (Theresa Corasaniti Dale, Gilberto J. Cuevas); (2) "ESL and Science Learning" (Carolyn Kessler, Mary Ellen Quinn); and (3) "ESL and Social Studies Instruction" (Melissa King, Barbara Fagan, Terry Bratt, Rod Baer). Contains references. (JL)

ED 406 848 FL 024 529

Snow, Don

Teaching English Abroad: An Introduction. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-97-08

Pub Date—1997-05-00

Contract—RR93002010

Note—4p.

Available from—ERIC/CLL, 1118 22nd Street N.W., Washington, DC 20037.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Acculturation, Course Content, *English (Second Language), Foreign Countries, Instructional Materials, *Lesson Plans, Second Language Instruction, Student Evaluation, Teaching Methods

Identifiers—ERIC Digests

Each year, thousands of men and women from English-speaking countries go abroad as English teachers through volunteer agencies such as the Peace Corps or Voluntary Service Overseas, or through myriad other church, government, business, and academic organizations. For these novice teachers, the challenge of learning what to do in the classroom is compounded by the difficult process of adjusting to life in a foreign culture. Teaching English as a novice teacher in a foreign country is very different from working as a trained professional in an English-speaking country, and knowing how to speak English is not the same as knowing how to teach it. This digest offers novice English teachers an introduction to teaching abroad. Specific guidance is provided on the following: (1) how to prepare before leaving home; (2) orienting to the foreign country after arrival and preparing before the classroom experience begins; (3) the first days of class; (4) course planning (including goals, teaching methods, instructional materials, and evaluation); (5) lesson planning and classroom survival; and (6) adapting to the host culture. (JL)

ED 406 849 FL 024 530

Lewelling, Vickie W.

Official English and English Plus: An Update. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-97-07

Pub Date—1997-05-00

Contract—RR93002010

Note—4p.

Available from—ERIC/CLL, 1118 22nd Street N.W., Washington, DC 20037.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bilingual Education, Civil Rights, Cultural Pluralism, *English, English (Second Language), *English Only Movement, Federal Legislation, Immigrants, Limited English Speaking, Non English Speaking, *Official Languages, State Legislation, *Voting

Identifiers—*English Plus Movement, ERIC Digests

This digest provides an overview of the opposing sides in the Official English debate—Official English and English Plus. Proponents of Official English seek to make English the official language of the United States through passage of a constitutional amendment. The movement is spearheaded by two groups, U.S. English and English First. Official English supporters are concerned that bilingual ballots are contradictory to citizenship laws and make non-English speakers prey to bloc voting. They believe that bilingual education advocates preservation of native language and cultures at the expense of learning English. Although the Senate convened hearings on official English in 1984, and the House did in 1988, an English language amendment has never come to a congressional vote. In 1991, proponents took a different approach and launched a statutory form of official English. This Language of Government bill has appeared in several versions, and one of these bills passed the House but not the Senate in 1996. A similar bill is pending in the 105th Congress. English Plus supporters see cultural diversity as a national strength, support bilingual ballots, and cite evidence that successful bilingual education programs result in faster acquisition of English. English Plus legislation in the form of non-binding/policy statement has been introduced in opposition to English only legislation, and several states have adopted English Plus resolutions. A 13-item bibliography is provided. (JL)

ED 406 855 FL 801 140

Van Duzer, Carol

Improving ESL Learners' Listening Skills: At the Workplace and Beyond. ERIC PAIE Q & A.

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.; Center for Applied Linguistics, Washington, DC.

Spons Agency—Andrew W. Mellon Foundation, New York, NY.; Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1997-02-00

Contract—RR93002010

Note—6p.; A product of the Project in Adult Immigrant Education (PAIE).

Available from—NCLE, 1118 22nd Street N.W., Washington, DC 20037.

Pub Type— ERIC Publications (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Adult Learning, Class Activities, Cognitive Processes, *English (Second Language), *Language Processing, *Listening Comprehension, *Listening Skills, Second Language Instruction, Skill Development, *Vocational English (Second Language), *Work Environment

Listening is a critical element in the competent language performance of adult second language learners. Listening is a demanding process, because of both the process itself and factors that characterize the listener, speaker, message content, and any accompanying visual support. The speaker's use of colloquial language and reduced forms, familiarity of content, and ability to interpret visual supports also affect comprehension. Although once labeled a passive skill, listening is an active process of selecting and interpreting information, with several basic processes at work, each influencing teaching techniques and activities. Two cognitive processes, bottom-up and top-down, are also occurring. Research suggests a silent or pre-speaking period is beneficial for beginning language learners, allowing storage of information. Knowledge about the listening process and factors that affect it can guide listening skill development in English-as-a-Second-Language classes. Listening lessons should guide the learner through three stages: pre-listening, listening task, and post- listening activity. Numerous activities can develop listening skills: doing (physical), choosing, transferring, answering, condensing, extending, duplicating, modeling, and conversing. Teachers can incorporate activities in a way that reflects real-world integration of listening, speaking, reading, and writing. Contains 16 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 406 866 FL 801 152

Grognet, Alene Guss

Planning, Implementing, and Evaluating Workplace ESL Programs. PAIE Q & A.

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.; Center for Applied Linguistics, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1996-06-00

Contract—RR93002010

Note—6p.; Prepared by the Project in Adult Immigrant Education (PAIE) of the National Clearinghouse for ESL Literacy Education.

Available from—National Clearinghouse for ESL Literacy Education, 1118 22nd Street N.W., Washington, DC 20037.

Pub Type— ERIC Publications (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Curriculum Development, *English (Second Language), *Inplant Programs, Program Design, Program Evaluation, Program Implementation, *Second Language Programs. Student Evaluation. *Vocational English (Second Language)

Any employment-related English-as-a-Second-Language (ESL) program, whether conducted on the job or as pre-employment training, results from five steps: conducting a need analysis of the language and cultural awareness needed to perform successfully in the workplace; developing a curriculum, based on objectives, that identifies and prioritizes tasks and skills for verbal interaction on the job; planning instruction; determining instructional strategies that keep the class focused on objectives and learner-centered, and includes paired and group work; and formative and summative program evaluation. Workplace curriculum topics may include workplace communication expectations, following directions and instructions, job-specific terminology, cross- cultural issues, company organization and culture, and career development and training. Student evaluation methods include checklists for recording student progress, learner-generated learning logs, and individual learner portfolios containing student work samples, testing results, and self-analysis. Contains 19 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 407 858 FL 024 534

Christian, Donna And Others

Profiles in Two-Way Immersion Education. Language in Education: Theory and Practice 89.

ERIC Clearinghouse on Languages and Linguistics, Washington, DC.; Delta Systems Inc., McHenry, IL.; Center for Applied Linguistics, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-887744-05-3

Pub Date—1997-00-00

Contract—RR93002010

Note—135p.

Pub Type— ERIC Publications (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Achievement, Administrative Organization, *Bilingual Education Programs, *Classroom Communication, *Classroom Environment, Classroom Techniques, Comparative Analysis, Curriculum Design, Educational History, Educational Strategies, Educational Technology, Elementary Secondary Education, *Grouping (Instructional Purposes), *Immersion Programs, Inservice Teacher Education, Institutional Characteristics, Language Role, Language Usage, Library Collections, Oral Language, Parent Participation, Program Descriptions, Program Design, Program Effectiveness, School Districts, Staff Utilization, Written Language

Identifiers—Arlington Public Schools VA, Chicago Public Schools IL, San Jose Unified School District CA, *Two Way Bilingual Education

This monograph discusses issues in the design and implementation of two-way immersion, or two-way bilingual education programs, and describes three exemplary programs. An introductory section examines briefly the rationale for two-way immersion and the extent of its use in the United States. Three school program profiles follow: (1) Francis Scott Key Elementary School (Arlington County Public Schools, Virginia); (2) River Glen Elementary School (San Jose Unified School District, California); and (3) Inter-American Magnet School (Chicago Public Schools, Illinois). Each profile outlines a program overview, program goals, district and school characteristics, program history, program features (administrative structure, teachers and staff, curriculum, professional development, parent involvement), learning environment (classroom, library resources, technology resources), instructional strategies (separation of languages, language development approach, making content comprehensible, student grouping), student language use (language separation, second language fluency and accuracy, written work), student outcomes (oral language development, academic achievement), and program impact. The final chapter makes comparisons across programs. Contains 51 references. (MSE)

ED 407 879 FL 801 160

Burt, Miriam

Workplace ESL Instruction: Interviews from the Field.

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.; Center for Applied Linguistics, Washington, DC.

Spons Agency—Andrew W. Mellon Foundation, New York, NY.; Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1997-00-00

Contract—RR93002010

Note—59p.

Pub Type— ERIC Publications (071) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Agency Cooperation, Cost Effectiveness, Curriculum Design, Educational Needs, Financial Support, Inplant Programs, Instructional Effectiveness, Job Skills, Language Role, Language Usage, Literacy Education, Program Design, Program Evaluation, *School Business Relationship, Second Language Instruction, *Second Language Programs, Teacher Education, *Vocational English (Second Language), *Workplace Literacy

The report describes results of interviews with 18 workplace literacy education providers across the United States. Respondents include program directors, curriculum writers, teacher trainers, teachers, and consultants to programs serving a range of learners. An introductory section summarizes study methodology, workplace literacy program types, and issues and challenges identified. The second section describes five service provider partnership models and offers examples: (1) the workplace in partnership with an educational institution; (2) workplace-union partnership; (3) a business employing its own ESL teaching staff; (4) a private contractor offering educational services to business; and (5) a workplace offering programs in cooperation with a community-based organization. The third section discusses trends, challenges, and issues, and solutions encountered in the survey, including: securing funding; involving all partners; determining whether the program offers education or training; customizing the curriculum vs. developing generic competencies; demonstrating results; and developing a professional workforce to deliver instruction. An agenda for research is outlined in the fourth section; information needs include workplace skills and discourse, what works best in workplace education, and methods for assessing program outcomes, costs, and benefits. Contains 45 references. Several interview summaries are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 407 881 FL 801 162

Wiley, Terrence G.

Myths about Language Diversity and Literacy in the United States. ERIC Digest.

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-LE-97-01

Pub Date—1997-04-00

Contract—RR93002010

Note—4p.

Available from—NCLE, 1118 22nd Street N.W., Washington, DC 20037.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bilingual Education, *Cultural Pluralism, *English, English (Second Language), Immersion Programs, *Language Attitudes, Language of Instruction, *Language Role, Limited English Speaking, *Literacy, Minority Groups, Public Opinion

Identifiers—ERIC Digests

Four common myths or misconceptions in the United States about language are discussed, drawing on historical evidence and contemporary data. These myths are that: (1) the predominance of English and English literacy is threatened; (2) English literacy is the only literacy worth noting; (3) English illiteracy is high because language minorities are not as eager to learn English and assimilate as prior generations were; and (4) the best way to promote English literacy is to immerse children and adults in English-only instruction. It is concluded that the persistence of the myth of English monolingualism in the United States reflects the belief that English is the only language that counts, and the mentality that language diversity is a problem rather than a resource. Most national literacy estimates are based solely on English abilities, tending to inflate the perception that there is a literacy crisis. Contains 18 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 407 882 FL 801 163

Weddel, Kathleen Santopietro Van Duzer, Carol

Needs Assessment for Adult ESL Learners. ERIC Digest.

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-LE-97-02

Pub Date—1997-05-00

Contract—RR93002010

Note—4p.

Available from—NCLE, 1118 22nd Street N.W., Washington, DC 20037.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Basic Education, Adult Students, *Educational Needs, *English (Second Language), Evaluation Methods, *Literacy Education, *Needs Assessment, Second Language Instruction

Identifiers—ERIC Digests

A needs assessment for use with adult learners of English is a tool that examines, from the learner's perspective, what kinds of English, native language, and literacy skills the learner believes he has, literacy contexts in which the learner lives and works, what he wants and needs to know to function in those contexts, what he expects to gain from the instructional program, and what might need to be done in the native language or with the aid of an interpreter. It continues throughout the instructional program, serving several purposes: aiding administrator, teachers, and tutors with learner placement and in developing materials, curricula, skills assessments, teaching approaches, and teacher training; assuring a flexible, responsive curriculum; and providing both instructor and learner with information about what the learner brings to the course, what is accomplished during the course, and what the learner needs to know next. Needs assessment can take a variety of forms, including survey questionnaires, learner-compiled inventories of language and literacy use, learner interviews, review of reading materials, class discussion, personal or dialogue journals, or learner-prepared timelines. To be effective, assessment must be appropriate to the learner or group of learners. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 409 744 FL 024 846

Chao, Theresa Hsu

Chinese Heritage Community Language Schools in the United States. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, DC.

Spons Agency—Office of Educational Research

and Improvement (ED), Washington, DC.
Report No. —EDO-FL-97-10
Pub Date—1997-06-00
Contract—RR93002010
Note—4p.
Available from—ERIC/CLL, 1118 22nd Street N.W., Washington, DC 20037.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—After School Programs, *Chinese, *Community Programs, Educational Trends, Financial Support, *Heritage Education, High Schools, Language Tests, *Mandarin Chinese, Parent Participation, Program Administration, Program Design, Second Language Learning, *Second Language Programs, Standardized Tests, Student Placement, Summer Programs, Teacher Characteristics, Testing, Transfer Policy, Trend Analysis, Volunteers, Weekend Programs
Identifiers—ERIC Digests, Scholastic Assessment Tests, United States

Approximately 83,000 students are taking Chinese language instruction in 634 Chinese heritage community language schools in the United States. These schools date to 1848 and serve immigrant groups wishing to preserve their heritage and promote children's ethnic identity. Both for-profit and non-profit Chinese language schools exist, the former mostly serving young children and the latter generally operated by parent volunteers and affiliated with ethnic or religious organizations. Some have partially-compensated teachers. Nonprofit schools operate only on weekends or after regular school hours, with funding from tuition and fundraising. Differences in age, family background, and language competence make student placement difficult. Classes are organized variously as Mandarin Chinese-only, Mandarin as a second language, and Chinese language high school credit classes. Weekend, after-school, and summer programs are offered. Mandarin Chinese language and Chinese culture dominate the curriculum, using instructional materials published in Taiwan or the People's Republic of China. Since 1900 these schools have operated successfully outside the public school system, but links are developing. Some high schools grant credit to students taking classes in the Chinese language schools. In 1994 the Scholastic Assessment Test II in Chinese was introduced. (MSE)

ED 409 746 FL 801 173
Bello, Tom
Improving ESL Learners' Writing Skills. ERIC Digest.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-LE-97-03
Pub Date—1997-06-00
Contract—RR93002010
Note—4p.
Available from—NCLE, 1118 22nd Street, Washington, DC 20037.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Techniques, Educational Strategies, *English (Second Language), *Free Writing, *Language Experience Approach, Letters (Correspondence), *Literacy Education, Needs Assessment, Second Language Instruction, Skill Development, Student Attitudes, Vocabulary Development, Writing Exercises, *Writing Instruction, Writing Processes, *Writing Skills
Identifiers—ERIC Digests

Learning to write in English-as-a-Second-Language (ESL) provides learners with a voice in their new culture and enhances language acquisition. There are two general approaches to teaching writing: free writing, which is not necessarily edited or revised, and process writing which is revised and edited and shared with a wider audience. In addition, the language experience approach is often used with beginning literacy learners to provide opportunities for reading and writing through personal experiences and oral language. Teachers and learners may also have specific kinds of writing they want to do or specific skills to be developed. Writing activities that are engaging and challenging, add variety to writing instruction, and develop important literacy skills may include: having learners write about what they want to learn, by writing a simple letter, dialogue journal entry, or response to a question; reacting to a text or stimulus; writing letters, such as letters of complaint, cover letters, or advice letters; analyzing and synthesizing information; and making lists, which helps generate vocabulary and provides the basis for larger pieces. Teachers should give learners opportunities to write about meaningful topics, participate in varied writing activities, and feel that their writing has value. Contains 12 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 409 747 FL 801 174
Nixon, Thomas; Keenan, Fran
Citizenship Preparation for Adult ESL Learners. ERIC Digest.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-LE-97-04
Pub Date—1997-06-00
Contract—RR93002010
Note—4p.
Available from—NCLE, 1118 22nd Street, Washington, DC 20037.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Citizenship Education, Class Activities, Classroom Techniques, Educational Needs, Educational Strategies, *English (Second Language), Federal Government, *Immigrants, Information Sources, *Limited English Speaking, *Literacy, Literacy Education, Public Agencies, Reference Materials, Second Language Instruction, Standardized Tests, Teacher Role, Testing, Time Factors (Learning)
Identifiers—ERIC Digests, Immigration and Naturalization Service

Recent levels of naturalization have reached record highs. Since 1950, most applicants must meet strict English literacy and civics requirements. An Immigration and Naturalization Service (INS) examiner evaluates the applicant's knowledge of U.S. history and government, administers a short written dictation, and conducts an oral interview. Citizenship classes are often offered within publicly-funded education programs or at community or social service organizations. The rate of low-literate learners in these classes is rising. The teacher's role is to teach about the naturalization process and the benefits of citizenship, prepare the student for the oral and written exams, empower the student, and provide referrals for legal advice. Teachers use two basic approaches to teaching citizenship: conducting a social science or civic education course, or teach only the items on the exam. Learners often enroll just before the INS interview, leaving little time to develop adequate skills. Class activities based on the exam may include: arranging the 100 INS questions by theme; class contests; information gap activities; tape recording; flash cards; dictation; role-playing; drill patterns; cloze exercises; and testing practice. A number of information sources are available to teachers. Contains 10 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 409 748 FL 801 175
Grognet, Allene Guss
Integrating Employment Skills into Adult ESL Instruction. ERIC/PAIE Q & A.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1997-06-00
Contract—RR93002010
Note—6p.; A product of the Project in Adult Immigrant Education (PAIE).
Available from—NCLE, 1118 22nd Street, Washington, DC 20037.
Pub Type— ERIC Publications (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Educational Needs, Employment Patterns, *English (Second Language), Job Skills, *Labor Force Development, Language Proficiency, *Language Role, Language Usage, Limited English Speaking, *Literacy Education, On the Job Training, Second Language Instruction, *Vocational Education, Vocational English (Second Language), Work Environment
Identifiers—Secretarys Comm on Achieving Necessary Skills

This "Q & A" discusses how employment preparation can be integrated into English-as-a-Second-Language (ESL) curriculum, whether in a workplace or standard adult ESL program. It first chronicles the historical link, since federal legislation in 1964, between employment and adult education and the relationship between employment and ESL instruction with the large influx of immigrants since the 1970s. The distinction between workforce and workplace instruction is discussed, noting trends in this area since the 1970s. Research on both linguistic skills and other workplace skills needed in the workplace is reviewed briefly, and five areas of workplace competency identified in a major federal report by the Secretary of Labor's Commission on Achieving Necessary Skills (SCANS) are detailed: resource management; information management; social interaction; systems behavior and performance skills; and technology utilization. Ways in which ESL practitioners can teach the SCANS skills are discussed briefly, and other ways in which they can advance workplace ESL instruction are noted. Contains 33 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

HE

ED 399 860 HE 029 495
How Can I Receive Financial Aid for College?
ACCESS ERIC, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —ERIC-96-5025
Pub Date—1996-00-00
Contract—RR92024001
Note—6p.
Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Eligibility, Financial Needs, Grants, Higher Education, *Need Analysis (Student Financial Aid), Parent Financial Contribution, *Parent Role, *Paying for College, Scholarships, Student Costs, *Student Financial Aid, Student Loan Programs, Work Study Programs

This brochure suggests steps students and parents can take to secure financial aid for higher education. The document contains six sections which cover: (1) types of aid available, including grants and scholarships, work-study programs, and loans; (2) determination of aid eligibility, a process including a demonstration of financial need (or merit for some scholarships), possession of a high school diploma or a General Education Development certificate, enrollment in an eligible degree or certificate program, being a U.S. citizen or eligible noncitizen, having a valid social security number, and registering with the Selective Service, if applicable; (3) the search for financial aid, a process which encompasses becoming familiar with the details of financial aid and the application process, determining the total costs of each college to which the student has applied, ascertaining eligibility for merit-based aid, submitting aid applications in time, and exploring as many sources of aid as possible; (4) individuals and organizations that are good sources of information, such as libraries, school counselors, state financial aid offices, employers, and college financial aid officers; (5) national information centers; and (6) print sources of information. (CK)

ED 399 888 HE 029 524

Luna, Gaye Cullen, Deborah L.

Empowering the Faculty: Mentoring Redirected and Renewed. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-95-3

Pub Date—1995-00-00

Contract—RR93002008

Note—4p.; For the full report, see HE 029 525.

Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W., Suite 630, Washington, DC 20036-1183.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, *Empowerment, *Faculty Development, Higher Education, Leadership, Master Teachers, *Mentors, Minority Group Teachers, Program Development, Program Effectiveness, Teacher Collaboration, Teacher Improvement, Women Faculty

Identifiers—ERIC Digests

This digest discusses the use of faculty mentoring programs to empower faculty and ultimately benefit the institution and improve the quality of higher education. It refers to the literature on mentoring in terms of conceptual frameworks, mentoring arenas, and roles and functions of mentors and proteges. It briefly addresses the following aspects of mentoring: (1) the value of mentoring in the higher education setting; (2) the use of mentoring to empower college faculty; (3) the use of mentoring to develop faculty leadership skills; (4) the importance of fitting any mentoring program to the specific culture and environment of a given institution; (5) recommendations for institutions (such as providing recognition to those who participate and providing support through institutional resources; and (6) the need for research to identify successful programs and examine the specific benefits of mentoring of female and minority faculty members. (Contains six references.) (DB)

ED 399 889 HE 029 525

Luna, Gaye Cullen, Deborah L.

Empowering the Faculty: Mentoring Redirected and Renewed. ASHE-ERIC Higher Education Report No. 3.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-878380-68-0; ISSN-0884-0040

Pub Date—1995-00-00

Contract—RR93002008

Note—114p.; For a digest of this report, see HE 025 524.

Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W., Suite 630, Washington, DC 20036-1183 ($18 plus $3.95 postage and handling).

Pub Type— ERIC Publications (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*College Faculty, *Empowerment, *Faculty Development, Higher Education, Leadership, Master Teachers, *Mentors, Minority Group Teachers, Program Development, Program Effectiveness, Teacher Collaboration, Teacher Improvement, Women Faculty

This report discusses the use of faculty mentoring programs to empower faculty and ultimately benefit the institution and improve the quality of higher education. It synthesizes the literature on mentoring in terms of conceptual frameworks, mentoring arenas, and roles and functions of mentors and proteges. The first section provides a general history and background of mentoring and a synopsis of mentoring in the field of education. The second section focuses on corporate mentoring, differences between mentoring in business/industry and academic settings, and the benefits of mentoring in the workplace. Section 3 discusses primary mentoring frameworks and theories and offers a comparison of mentoring concepts and functions. It is followed by a discussion of mentoring and faculty development. The next two sections offer specific information on the mentoring of female and minority faculty members. A section on the application of mentoring presents recommendations, guidelines, suggested qualifications for mentors and proteges, and models of mentoring. The final section provides conclusions and recommendations. Recommendations include raising campus awareness about the importance of mentoring, establishing a mentoring program with faculty assistance and input, providing recognition to those who participate, and providing support through institutional resources. An appendix lists 17 faculty mentoring programs. (Contains approximately 150 references.) (DB)

ED 400 741 HE 029 581

Cove, Patrick G. Love, Anne Goodsell

Enhancing Student Learning: Intellectual, Social, and Emotional Integration. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-95-4

Pub Date—1996-00-00

Contract—RR93002008

Note—4p.; For the full report, see HE 029 582.

Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W., Suite 630, Washington, DC 20036-1183 ($1).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Development, *College Instruction, Constructivism (Learning), Cooperative Learning, Critical Theory, *Educational Philosophy, Emotional Development, Higher Education, *Holistic Approach, Institutional Environment, Integrated Activities, Leadership, Learning Activities, Learning Theories, Models, Social Development, Student Centered Curriculum, Student Participation, Teaching Methods

Identifiers—ERIC Digests, *Learning Communities

This digest addresses the necessity for holistic learning—the integration of intellectual, social, and emotional aspects of undergraduate student learning. Research findings, theoretical models, and the relationship and interdependency of these developmental areas are briefly reviewed and recommendations are provided to faculty, administrators, and institutions on ways to enhance holistic learning. The review finds a growing literature base supporting the fact that cognitive, social, and emotional processes are inextricably linked. Recommendations to individual faculty and student affairs professionals are developed based on liberation theory, constructivist pedagogy, the critical cultural perspective, and collaborative learning theory. Implications for institutions moving toward developing a focus on holistic learning are considered including providing visionary, persistent, and pervasive leadership; promoting student involvement in learning; developing learning communities; enhancing the educational climate of residence halls; and intentionally influencing the socialization of faculty and student affairs professionals. (Contains seven references.) (DB)

ED 400 742 HE 029 582

Love, Patrick G. Love, Anne Goodsell

Enhancing Student Learning: Intellectual, Social, and Emotional Integration. ASHE-ERIC Higher Education Report No. 4.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-878380-68-0; ISSN-0884-0040

Pub Date—1995-00-00

Contract—RR93002008

Note—166p.; For a digest of this report, see HE 029 581.

Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W., Suite 630, Washington, DC 20036-1183 ($18 plus $3.95 postage and handling).

Pub Type— ERIC Publications (071) — Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Cognitive Development, *College Instruction, Constructivism (Learning), Cooperative Learning, Critical Theory, Educational History, *Educational Philosophy, Emotional Development, Higher Education, *Holistic Approach, Institutional Environment, Integrated Activities, Leadership, Learning Activities, Learning Theories, Models, Social Development, Student Centered Curriculum, Student Participation, Teaching Methods

Identifiers—Learning Communities

This report examines the necessity for holistic learning—the integration of intellectual, social, and emotional aspects of learning at the undergraduate level. It reviews and evaluates research findings, theoretical models, and the relationship and interdependency of these developmental areas. An introductory chapter considers the increasing fragmentation of the learning process and defines the report's terminology. The following chapter reviews the historical development of the separation of social and emotional processes from student learning and identifies current cultural barriers to their integration as well as facilitating conditions for integration. The next two chapters review the research which demonstrates links among cognitive, social, emotional, and intellectual processes in the context of liberation theory, constructivist pedagogy, the critical cultural perspective, and collaborative learning theory. Individual issues in the links among intellectual, social, and emotional elements of learning are addressed including the need to expand the notion of learning and individual philosophy, practice, and transformation. The final chapter urges educators and institutions to: (1) provide visionary, persistent, and pervasive leadership; (2) promote student involvement in learning; (3) develop learning communities; (4) enhance the educational climate of residence halls; and (5) intentionally influence the socialization of faculty and student affairs professionals. (Contains approximately 250 references.) (DB)

ED 402 800 HE 029 717

Alstete, Jeffrey W.

Benchmarking in Higher Education: Adapting Best Practices To Improve Quality. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-95-5

Pub Date—1995-00-00

Contract—RR93002008

Note—4p.; For the full report, see HE 029 718.

Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W., Suite

630, Washington, DC 20036-1183 ($1).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrative Change, *Benchmarking, College Outcomes Assessment, *Comparative Analysis, Educational Administration, *Educational Assessment, *Educational Quality, *Evaluation Methods, Evaluation Research, *Higher Education, Operations Research, Program Evaluation, Program Improvement, Research Methodology

Identifiers—ERIC Digests

This digest discusses the use of benchmarking as a strategy for assessing and improving efficiency and productivity of administrative processes and instructional models in colleges and universities. Benchmarking, developed by the Xerox Corporation in the 1980s, is defined as an ongoing, systematic process for measuring and comparing the work processes of one organization to those of another, by bringing an external focus to internal activities and functions. A four-step methodology for benchmarking is described as including (1) planning a study, (2) conducting the research, (3) analyzing the data, and (4) adapting the findings to the home institution. Four kinds of benchmarking are identified and discussed: internal, competitive, functional/industry, and generic or best-in-class. The selection of the benchmarking type depends on the processes being analyzed, and the availability of data and expertise at the institution. The applications for this methodology of assessment in higher education and the criticisms which the method has met with in the academic setting are addressed. The current uses of benchmarking in higher education, as undertaken by such organizations as the National Association of College and University Business officers, the Association for Continuing Higher Education, graduate business schools, and independent institutions are reviewed. The digest provides recommendations for institutions interested in undertaking a benchmarking study. (PRW)

ED 402 801 HE 029 718

Alstete, Jeffrey W.

Benchmarking in Higher Education: Adapting Best Practices To Improve Quality. ASHE-ERIC Higher Education Report No. 5.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-878380-69-9; ISSN-0884-0040

Pub Date—1995-00-00

Contract—RR93002008

Note—151p.; For a digest of this report, see HE 029 717.

Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W., Suite 630, Washington, DC 20036-1183 ($18 plus $3.75 postage and handling).

Pub Type— ERIC Publications (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Administrative Change, *Benchmarking, College Outcomes Assessment, *Comparative Analysis, Educational Administration, *Educational Assessment, *Educational Quality, Efficiency, *Evaluation Methods, Evaluation Research, *Higher Education, Operations Research, Productivity, Program Evaluation, Program Improvement, Research Methodology

This report concerns the use of benchmarking as a strategy for assessing and improving efficiency and productivity of administrative processes and instructional models in colleges and universities. The introductory chapter addresses the need for new tools and strategies to meet the increased competition and the higher demand for accountability faced by institutions of higher education and the development of benchmarking by the Xerox Corporation in the 1980s. The second chapter presents various definitions of benchmarking, an ongoing, systematic process for measuring and comparing the work processes of different organizations by bringing an external focus to internal activities and functions. An overview of benchmarking identifies a four-step benchmarking process model that includes (1) planning the study, (2) conducting the research, (3) analyzing the data, and (4) adapting the findings to the home institution. Four kinds of benchmarking are identified and discussed: internal, competitive, functional/industry, and generic. The third chapter reviews the current uses of benchmarking in higher education, as undertaken by such organizations as the National Association of College and University Business Offices; the Association for Continuing Higher Education, the Graduate Management Admission Council/Educational Benchmarking, Inc., and independent institutions. The final chapter gives detailed recommendations and outlines a procedure for institutions interested in undertaking a benchmarking study. (Contains approximately 115 references.) (PRW)

ED 403 810 HE 029 855

Travis, Jon E.

Models for Improving College Teaching: A Faculty Resource. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-95-6

Pub Date—1996-00-00

Contract—RR93002008

Note—4p.; For the full report, see HE 029 856.

Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W., Suite 630, Washington, DC 20036-1183 ($1).

Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Style, *College Faculty, *College Instruction, *Faculty Development, Feedback, Higher Education, *Instructional Improvement, Reflective Teaching, Teacher Improvement, Teaching Methods, *Teaching Models

Identifiers—ERIC Digests

Based on a longer report with the same title, this digest summarizes what college faculty can do to improve their teaching. It maintains that faculty need to stop viewing college teaching as "covering the content" and start viewing it as "helping students learn." To help faculty achieve such an instructional transformation, numerous faculty development programs and professionals promote the development of expertise in teaching. Six categories of teaching models are highlighted: assessment and feedback, discussion and sharing, dissemination, clinical development, teaching and learning, and instructional planning. The models include Classroom Assessment, the Great Teachers Seminar, the Integration of Teaching and Learning Styles, the Instructional Skills Workshop, Adaptive Control of Thought, Multiple Intelligences and Teaching, Instructional Event Design, and the Five-Step Process for Improving Teaching. These and other models similarly designed to enhance learning offer specific procedures that can be implemented easily, without formal training. (MDM)

ED 403 811 HE 029 856

Travis, Jon E.

Models for Improving College Teaching: A Faculty Resource. ASHE-ERIC Higher Education Report No. 6, 1995.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC

Report No.—ISBN-1-878380-70-2; ISSN-0884-0040

Pub Date—1995-00-00

Contract—RR93002008

Note—143p.; For a digest of this report, see HE 029 855.

Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W., Suite 630, Washington, DC 20036-1183 ($18 plus $3.75 postage).

Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Cognitive Style, *College Faculty, *College Instruction, *Faculty Development, Feedback, Higher Education, *Instructional Improvement, Reflective Teaching, Self Evaluation (Individuals), Teacher Improvement, Teaching Methods, *Teaching Models

This report presents a collection of teaching models to help college faculty improve their teaching. Six categories of teaching models are presented: (1) assessment and feedback models, including the Classroom Assessment model created by Angelo and Cross and already widely used among community college faculty; (2) discussion and sharing models, such as the Great Teachers Seminar, which provide faculty with an event and an environment especially conducive to sharing ideas among colleagues; (3) dissemination models, which dispense an extensive assortment of ideas to large audiences of faculty; (4) clinical development models, such as the Instructional Skills Workshop, which uses a laboratory setting common to teacher preparation programs; (5) teaching and learning models, such as Anderson's Adaptive Control of Thinking model, which describes the learning process and presents specific procedures to facilitate specific learning types; and (6) instructional planning models, such as Gagne's Instructional Event Design, that can help the faculty member through the process of course and lesson planning. Three appendixes provide teaching resource lists and sample questions using classification systems. (Contains approximately 240 references.) (MDM)

ED 404 948 HE 029 964

Cantor, Jeffrey A.

Experiential Learning in Higher Education: Linking Classroom and Community. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-95-7

Pub Date—1997-00-00

Contract—RR93002008

Note—4p.; For the full report, see HE 029 965.

Available from—ERIC Clearinghouse on Higher Education, Graduate School of Education and Human Development, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 10036-1183 ($1).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Faculty, *College Instruction, Cooperative Education, *Economic Development, Educational Attitudes, *Experiential Learning, Higher Education, Literature Reviews, Outcomes of Education, Practicums, School Business Relationship, *School Community Relationship

Identifiers—ERIC Digests

Based on a longer report with the same title, this digest summarizes research on the use of experiential learning in higher education, focusing on classroom-community linkages. While the literature suggests that experiential learning is a necessary and vital component of formal instruction in colleges and universities, controversy exists among scholars and educators about its place and use. Faculty are concerned with optimizing the chances for their students to more easily enter their chosen professions or meet their desired goals upon graduation due to increasing competition among college graduates across most fields of study. Experiential learning programs exist across the range of subject areas and disciplines, and include cooperative education placements, practicum experiences, and classroom-based hands-on activities. Professional and technical disciplines, including education, health careers, and social work, are using experiential instructional techniques to provide students with the competencies necessary to pursue successful careers upon graduation. The literature also reveals some not-so-obvious benefits of experiential learning, including school-community linkages, proactive economic development outcomes, and technology transfers. (MDM)

ED 404 949 HE 029 965

Cantor, Jeffrey A.

Experiential Learning in Higher Education: Linking Classroom and Community. ASHE-ERIC Higher Education Report No. 7.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-878380-71-0; ISSN-0884-0040

Pub Date—1995-00-00

Contract—RR93002008

Note—147p.; For a digest of this report, see HE 029 964.

Available from—ERIC Clearinghouse on Higher Education, Graduate School of Education and Human Development, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 10036-1183 ($18, plus $3.75 postage and handling).

Pub Type— ERIC Publications (071) — Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—College Faculty, *College Instruction, Cooperative Education, *Economic Development, Educational Attitudes, *Experiential Learning, Higher Education, Literature Reviews, Outcomes of Education, Practicums, School Business Relationship, *School Community Relationship, Service Learning

This report reviews the literature and research on the use of experiential learning in higher education, focusing on classroom-community linkages. It defines experiential learning and reviews the current employment of experiential learning in higher education. An introductory section explains the politics and policy issues of experiential learning at the higher education level and describes predominant forms of experiential education, current levels of participation, a conceptual framework, and administrative issues and concerns. The next two sections discuss the issues in programs using experiential learning in the arts and humanities, social sciences, health care, social work, science and engineering, business education, and technology programs. The fourth section focuses on experiential learning in the context of service learning with emphasis on the linking of theory and practice and cross disciplinary pedagogical and instructional issues. The fifth section reviews cooperative education initiatives which link classroom and community for benefits for faculty, community, students, and businesses. The final section provides a synthesis of successful practices. This section stresses the importance of a systematic approach to designing experiential learning activities, program administration, and evaluation. (Contains approximately 120 references.)(MDM)

ED 405 759 HE 029 997

Murray, John P.

Successful Faculty Development and Evaluation: The Complete Teaching Portfolio. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-HE-95-8

Pub Date—1997-00-00

Contract—RR93002008

Note—4p.; For the full report, see HE 029 998.

Available from—ERIC Clearinghouse on Higher Education, Graduate School of Education and Human Development, George Washington University, One Dupont Circle, Suite 630, Washington, DC 10036-1183 ($1).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, *College Faculty, *College Instruction, Faculty College Relationship, *Faculty Development, *Faculty Evaluation, Higher Education, *Instructional Improvement, *Portfolio Assessment, Portfolios (Background Materials), Universities

Identifiers—ERIC Digests

This digest discusses the use of teaching portfolios in higher education, in light of recent criticisms of faculty teaching productivity and the reward structure of universities. Teaching portfolios can be defined as vehicles for documenting teaching (with an emphasis on demonstrating excellence), empowering professors to gain dominion over their professional lives, providing institutions with the means to demonstrate that teaching is an institutional priority, and individualizing faculty development. Teaching portfolios can serve as a critical first step to recognizing and rewarding good teaching at universities that typically value and reward research more highly. Most portfolios incorporate a statement of the professors' philosophical beliefs, with much of the remainder detailing how professors put their beliefs into practice in and out of the classroom. If improvement of teaching is the ultimate goal of a portfolio, most faculty will want to learn how to assess the effectiveness of their teaching and students' learning. Department chairs and other administrators should also take great pains to publicly connect the outcomes of faculty evaluation to the reward system. (MDM)

ED 405 760 HE 029 998

Murray, John P.

Successful Faculty Development and Evaluation: The Complete Teaching Portfolio. ASHE-ERIC Higher Education Report No. 8, 1995.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-878380-74-5; ISSN-0884-0040

Pub Date—1997-00-00

Contract—RR93002008

Note—144p.; For a digest of this report, see HE 029 997.

Available from—ERIC Clearinghouse on Higher Education, Graduate School of Education and Human Development, George Washington University, One Dupont Circle, Suite 630, Washington, DC 10036-1183 ($18, plus $3.75 postage and handling).

Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Administrator Role, *College Faculty, *College Instruction, Department Heads, Faculty College Relationship, *Faculty Development, *Faculty Evaluation, Higher Education, *Instructional Improvement, Organizational Climate, *Portfolio Assessment, Portfolios (Background Materials), Universities

This monograph discusses how teaching portfolios can improve the quality of teaching and learning in higher education. Teaching portfolios can be defined as vehicles for documenting teaching (with an emphasis on demonstrating excellence), empowering professors to gain dominion over their professional lives, providing institutions with the means to demonstrate that teaching is an institutional priority, and individualizing faculty development. Individual sections provide operational definitions and examples of how professors, colleges, and universities use portfolios; suggestions for the content of teaching portfolios and how to organize them; suggestions for how colleges and universities can evaluate the quality of teaching by using teaching portfolios; examples of techniques that professors can use to gather data about their teaching and their students' learning; and a discussion about how higher education institutions might define effective or good teaching. Two concluding sections present an analysis of the elements of organizational culture that will inhibit the successful introduction of teaching portfolios and some of the cultural conditions that need to exist for teaching portfolios to flourish, and the strategies that department chairs can use to make teaching portfolios work in their department. (Contains 142 references.)(MDM)

ED 406 962 HE 030 181

Freed, Jann E. And Others

A Culture for Academic Excellence: Implementing the Quality Principles in Higher Education. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-HE-25-1

Pub Date—1997-00-00

Contract—RR930020008

Note—4p.; For the full report, see HE 030 182.

Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, Washington, DC 20036-1183; 1-800-773-3742; fax: 202-452-1844 ($1).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Outcomes Assessment, Decision Making, *Educational Quality, Efficiency, *Higher Education, *Management Systems, *Organizational Change, Organizational Climate, Organizational Development, Program Effectiveness, Quality Control, Self Evaluation (Groups), Teamwork, *Total Quality Management

Identifiers—ERIC Digests

This digest, based on a larger report of the same title, summarizes principles for improving quality in higher education institutions. Emphasis is on the effect of the principles when they are used holistically to create a culture of academic excellence. The quality principles are based on the conceptual framework of total quality management (TQM) which have been demonstrated to improve the effectiveness and efficiency of organizations. The quality principles utilize scientific outcomes measurement, systematic management techniques, and collaboration to achieve the mission of the institution. They include the following characteristics of effective organizations: (1) vision, mission, and outcomes driven; (2) systems dependent; (3) systematic individual development; (4) decisions based on fact; (5) delegation of decision making; (6) collaboration; (7) planning for change; and (8) creative and supportive leadership. Because the principles are interrelated and interdependent they need to be implemented across an entire system. Application in institutions of higher education involves measurement of outcomes, greater interdependency of institutional constituencies, leadership training, a different form of professional development, and data-based decision making. (Contains 11 references.)(DB)

ED 406 963 HE 030 182

Freed, Jann E. And Others

A Culture for Academic Excellence: Implementing the Quality Principles in Higher Education. ASHE-ERIC Higher Education Report, Vol. 25, No. 1.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Educa-

tion and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-878-380-73-7; ISSN-0884-0040
Pub Date—1997-00-00
Contract—RR93002008
Note—200p.; For a digest of this report, see HE 030 181.
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, Washington, DC 20036-1183 1-800-773-3742; fax: 202-452-1844 ($24).
Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*College Outcomes Assessment, Decision Making, *Educational Quality, Efficiency, Excellence in Education, *Higher Education, History, Leadership, *Management Systems, *Organizational Change, Organizational Climate, Organizational Development, Program Effectiveness, Quality Control, Self Evaluation (Groups), Teamwork, *Total Quality Management
Identifiers—Continuous Quality Improvement

This report provides a comprehensive review of quality principles in higher education and proposes that, when used holistically and systematically, the quality principles, also known as total quality management and continuous quality improvement, can create a culture for academic excellence. After an introduction, the first section explains the historical significance of the quality movement in relationship to business and industry. Next, the report defines quality as it relates to higher education institutions and then describes how the quality movement has evolved among postsecondary institutions. The components of an institutional culture are identified, ways to build a culture that supports the quality principles suggested, and each of the quality principles briefly explained. Stressed is the need for a change in thinking as a prerequisite to initiating the quality approach on a campus. The following eight sections present the eight principles or characteristics of effective organizations in detail. They are: (1) vision, mission, and outcomes driven; (2) systems dependent; (3) systematic individual development; (4) decisions based on fact; (5) delegation of decision making; (6) collaboration; (7) planning for change; and (8) creative and supportive leadership. The final section integrates lessons learned from practitioners committed to the quality principles. (Contains approximately 260 references.) (DB)

ED 408 919 HE 030 264
Dannells, Michael
From Discipline to Development: Rethinking Student Conduct in Higher Education. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-97-2
Pub Date—1997-00-00
Contract—RR93002008
Note—4p.; For the full report, see HE 030 265.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($1).
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cheating, Citizenship Education, Codes of Ethics, *Discipline, Discipline Policy, Discipline Problems, Due Process, Ethical Instruction, Higher Education, In Loco Parentis, Punishment, Sanctions, School Policy, Student Attitudes, *Student Behavior, Student Rights
Identifiers—ERIC Digests

This digest organizes the complex and interrelated issues concerned with student discipline into four questions, and suggests ways in which colleges and universities can deal with the issues raised. In answering the first question about what might be a proper role for institutions to play in student discipline, it suggests that an appropriate model might be based on the moral/ethical principles of preventing harm, upholding freedom, and fostering community. A second question asks where should institution begin in reconsidering student discipline, and the it is suggested that the use of honor codes to address the issue of student cheating might be a good place to begin, while another might be the establishment of a "citizenship curriculum" to foster a more moral community. To answer the third question concerning what we still need to learn, the report notes several ways in which institutions can measure the effectiveness of their student discipline efforts. And, finally, in addressing the question of how campuses should change, the report suggests that campus disciplinary/judicial systems address student discipline problems more by developmental methods than with the current adversarial system. (CH)

ED 408 920 HE 030 265
Dannells, Michael
From Discipline to Development: Rethinking Student Conduct in Higher Education. ASHE-ERIC Higher Education Report, Vol. 25, No. 2.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-878380-74-5; ISSN-0884-0040
Pub Date—1997-00-00
Contract—RR93002008
Note—162p.; For a digest of this report, see HE 030 264.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($24).
Pub Type— Books (010) — ERIC Publications (071)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Administrative Problems, Administrator Role, *Cheating, Citizenship Education, Codes of Ethics, Counseling Services, *Discipline, Discipline Policy, Discipline Problems, Due Process, Ethical Instruction, Higher Education, In Loco Parentis, *Legal Responsibility, Moral Development, Punishment, Sanctions, *School Counselors, School Policy, School Security, Student Attitudes, *Student Behavior, Student Rights, Student School Relationship
Identifiers—Hoekema Model of Student Discipline

This book addresses the complex and interrelated issues concerning student discipline, and suggests ways for colleges and universities to deal with the issues raised. Twelve chapters cover: (1) "The History of Student Discipline"; (2) "Present-Day Concerns About Student Misconduct and Crime on Campus"; (3) "Definitions and Purposes of Student Discipline"; (4) "Who Misbehaves and Why?"; (5) "Academic Dishonesty"; (6) "Codes of Conduct: Legal Issues and Educational Considerations"; (7) "Hoekema's Model of Student Discipline"; (8) "The Organization and Administration of Campus Disciplinary/Judicial Systems"; (9) "Key Legal Issues in Student Discipline"; (10) "Student Discipline and Development Theory"; (11) "The Special Issue and Challenge of Disciplinary Counseling"; and (12) "Conclusions and Recommendations." Two appendixes include a model student code, and a model statement of ethical principles and standards of conduct. (Contains 190 references.) (CH)

ED 409 828 HE 030 369
Johnson, David W. And Others
Academic Controversy. Enriching College Instruction through Intellectual Conflict. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-25-3
Pub Date—1997-00-00
Contract—RR93002008
Note—4p.; For the full report, see HE 030 370.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($1).
Pub Type— ERIC Publications (071) — Opinion Papers (120) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Instruction, Colleges, Conflict Resolution, *Controversial Issues (Course Content), Course Content, Creative Development, *Critical Thinking, *Debate, Debate Format, Educational Strategies, Higher Education, Instructional Innovation, Instructional Materials, *Intellectual Development, Persuasive Discourse, Teacher Role, Teaching Methods, Universities, Verbal Communication
Identifiers—Academic Discourse, Constructive Controversy, ERIC Digests

This digest summarizes a larger document of the same title which takes the position that because American democracy is founded on the premise that citizens need to engage in free and open discussion of opposing points of view, it is important that intellectual conflict become part of college instruction. It suggests several ways in which structured academic controversy and intellectual conflict can be used to enrich classroom instruction at colleges and universities. Five steps are proposed as a way to create an academic experience that will result in increased achievement and retention, better problem-solving and decision-making skills, positive interpersonal relationships, and greater social competence and self-esteem. The steps are: first, pairs of students are assigned to research and prepare an assigned issue; second, they present the best case possible; then, opposing pairs engage in open discussion, advocating their initial position while learning the opposing one; next, students reverse perspective to present the opposing position; and, finally, students integrate different ideas and facts into a single position. The instructor sets objectives for learning and social skills, monitors the student debate, and evaluates academic achievement. (CH)

ED 409 829 HE 030 370
Johnson, David W. And Others
Academic Controversy. Enriching College Instruction through Intellectual Conflict. ASHE-ERIC Higher Education Report, Vol. 25, No. 3.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-878380-75-3; ISSN-0884-0040
Pub Date—1997-00-00
Contract—RR93002008
Note—157p.; For a digest of this report, see HE 030 369.
Available from—ERIC Clearinghouse on Higher Education, Graduate School of Education and Human Development, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183; phone: 800-773-3742; fax: 202-452-1844 ($24).
Pub Type— ERIC Publications (071)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*College Instruction, Colleges, Conflict Resolution, *Controversial Issues (Course Content), Course Content, Creative Development, *Critical Thinking, *Debate, Debate Format, Educational Strategies, Higher Education, Instructional Innovation, *Instructional Materials, *Intellectual Development,

Persuasive Discourse, Teacher Role, Teaching Methods, Universities, Verbal Communication
Identifiers—Academic Discourse, Constructive Controversy

The thesis of this book is that intellectual conflict is an important and powerful instructional tool which should become part of day-to-day student life in colleges and universities. Properly structured academic controversy results in increased achievement, better problem-solving and decision-making skills, more positive interpersonal skills, and greater social competence and self-esteem. In eight chapters, the book covers such topics as: what constructive conflict is; why it is important; avoidance of intellectual conflict; what academic controversy is; the inevitability of controversy; what faculty needs to know to manage controversy; using academic controversy in instruction; how controversy works—process, debate, and concurrence seeking; the instructor's role in structuring academic controversy and creating a cooperative context; preparing a position and required social and cognitive skills; advocating a position (presenting opposing positions and perspectives, caucusing, and challenging and defending a position); making decisions (reversing perspectives, synthesizing, and integrating); and the need for controversy. (Contains 230 references.) (CH)

IR

ED 398 861 IR 018 038
Plotnick, Eric
Trends in Educational Technology 1995. ERIC Digest.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1996-00-00
Contract—RR93002009
Note—4p.; This Digest is based on "Trends in Educational Technology 1995," by Donald P. Ely; see ED 396 717.
Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free while supply lasts; please include self-addressed stamped envelope).
Pub Type— ERIC Publications (071) — Reports - Research (143) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Assisted Instruction, Computer Literacy, Computer Networks, Computer Uses in Education, Conference Papers, Content Analysis, Doctoral Dissertations, *Educational Research, *Educational Technology, Educational Television, *Educational Trends, Elementary Secondary Education, Higher Education, Instructional Development, Professional Development, Technological Literacy, Trend Analysis
Identifiers—ERIC, ERIC Digests, Professional Journals

A content analysis was performed to determine the trends in the field of educational technology for the period October 1, 1994 through September 30, 1995. Sources for the analysis included five leading professional journals in educational technology, papers given at annual conventions of three professional associations, dissertations from five universities that have a high level of doctoral productivity, and the educational technology documents that have been entered into the ERIC database. The analysis was complemented by the examination of supplementary documents to confirm the trends indicated in the content analysis. This Digest highlights the trends identified in the study. Trends reveal that: (1) computers are pervasive in schools and higher education institutions—virtually every student in a formal education setting has access to a computer; (2) networking is one of the fastest growing applications of technology in education; (3) access to television resources in the school is almost universal; (4) advocacy for the use of educational technology has increased among policy groups; (5) educational technology is increasingly available in homes and community settings; (6) new delivery systems for educational technology applications have grown in geometric proportions; (7) there is a new insistence that teachers must become technologically literate; and (8) educational technology is perceived as a major vehicle in the movement toward education reform. (Contains 11 references.) (Author/AEF)

ED 400 788 IR 018 136
School-to-Work Transition.
ACCESS ERIC, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ERIC-96-5027; ISSN-1065-1160
Pub Date—1996-00-00
Note—37p.
Available from—ACCESS ERIC, 1600 Research Blvd., Rockville, MD 20850; tel.: 1-800-LET-ERIC (subscription free; obtain back issues from EDRS).
Journal Cit—ERIC Review; v4 n2 Spr 1996
Pub Type— Collected Works - Serials (022) — ERIC Publications (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cooperative Programs, *Educational Change, Elementary Secondary Education, *Labor Force Development, Models, Partnerships in Education, *School Business Relationship, Teacher Role, Tech Prep
Identifiers—ERIC, *School to Employment Program, *School to Work Transition

The "ERIC Review" announces research results, publications, and new programs relevant to each issue's theme topic. This issue explores the topic of preparing young people to make the transition from school to work. The lead article by Ray D. Ryan and Susan Imel, "School-to-Work Transition: Genuine Reform or the Latest Fad?," summarizes school-to-work initiatives and introduces issues raised by proponents and critics of this movement. Karen Cicmanec and Carol Boston discuss changes in teacher roles and student outcomes brought on by school-to-work programs in their article, "School-to-Work Transition in the K-12 Classroom." "The Tech Prep Option," based on ERIC resources and written by Bettina A. Lankard, Carolyn Prager, and Frankie Santos Laanan, describes the tech-prep model which involves school-to-work linkages between high schools and community colleges to train students in technical fields. In addition, federal initiatives to support school-to-work transition are discussed. Lists of electronic resources, selected school-to-work resource organizations, and selected readings are provided. News from the ERIC system and an action plan for building a successful school-to-work program are also included. (AEF)

ED 402 924 IR 018 220
Lankes, R. David
The Bread & Butter of the Internet: A Primer and Presentation Packet for Educators.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—IR-101; ISBN-0-937597-41-4
Pub Date—1996-06-00
Contract—RR93002009
Note—365p.; For ERIC Digest on same topic, see IR 018 221.
Available from—Information Resources Publications, Syracuse University, 4-194 Center for Science and Technology, Syracuse, NY 13244-4100 ($20, plus $3 shipping and handling).
Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors—Computer Networks, *Computer Uses in Education, Electronic Mail, Elementary Secondary Education, Futures (of Society), Inservice Teacher Education, Instructional Materials, *Internet, Online Systems, Resource Materials, Staff Development, Trend Analysis, World Wide Web
Identifiers—ERIC, File Transfer Protocol, Gopher, Telnet

This educator-oriented handbook by "Virtual Dave" provides an easy-to-read, easy-to-understand guide to the Internet: what it is, how it works, and how one gets there. The book covers the basics of the Internet, with simple and concise explanations geared toward classroom teachers and school library media specialists. Each chapter contains a resource section of Internet addresses and chapter highlights which are helpful for novice and experienced Internet users alike. The book includes the following chapters: (1) Electronic Networks: A Primer; (2) The Internet Model; (3) E-Mail: The Net's Common Currency; (4) Telnet and FTP: The Internet's Forgotten Heros; (5) Gopher: What if the World Were One Big Menu? (6) The World Wide Web: Do Spiders Really Surf? (7) New Toys and Trends for the Internet; (8) Setting up the Internet for Your School; and (9) Conclusion. A presentation packet for educators to teach others about the Internet comprises the second half of the document and includes all materials ready for reproduction in hard copy or transparency. An annotated bibliography of related documents available in the Educational Resources Information Center (ERIC) database, background information about ERIC, and a glossary are also included. (Contains 13 references.) (SWC)

ED 402 925 IR 018 221
Lankes, R. David
The Bread & Butter of the Internet. ERIC Digest.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-97-02
Pub Date—1997-01-00
Contract—RR93002009
Note—4p.; Based on the ERIC monograph, "The Bread and Butter of the Internet: A Primer and Presentation Packet for Educators"; see IR 018 220.
Available from—ERIC Clearinghouse on Information & Technology, Syracuse University, 4-194 Center for Science and Technology, Syracuse, NY 13244-4100 (free while supply lasts).
Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Literacy, Computer Networks, Computer Software, *Computer Uses in Education, Elementary Secondary Education, Futures (of Society), Inservice Education, Instructional Materials, *Internet, Models, Online Systems, Resource Materials, Teaching Methods, Technological Advancement, User Needs (Information)
Identifiers—*Conceptual Frameworks, ERIC Digests

An increasing amount of national attention is focused on connecting K-12 schools to the Internet, while at the same time, there is some debate on the benefits of using it in the classroom. Most teachers know the Internet is a source of information, but may not know how it works or how to use it. This ERIC Digest provides a framework to explain Internet concepts and terms. The digest describes the following four levels which make up the Internet model: (1) engineering level—the infrastructure that allows information to move from one computer to another; (2) application level—the software that allows users to gather and share information; (3) information service level—the combination of information with hardware and software that allows users to meet their information needs; and (4) use level—the level where users use the information they find on the Internet. New applications and new trends will make the Internet more real-time, more interactive, and more exciting. A constantly changing computer environment will present significant challenges to educators as they attempt to integrate revolutionary technology into an evolutionary teaching process. By understanding the basics of the Internet, educators will be better prepared to face the complexities that will surely follow. (Author/SWC)

ED 402 928 IR 056 226

Simpson, Carol

The School Librarian's Role in the Electronic Age. ERIC Digest.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-IR-96-10

Pub Date—1996-11-00

Contract—RR93002009

Note—4p.

Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse, NY 13244-4100 (free while supply lasts).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Information, Elementary Secondary Education, Futures (of Society), Information Literacy, Information Management, Information Seeking, *Information Technology, *Library Role, Library Services, Online Systems, *School Libraries, *Technological Advancement, User Needs (Information)

Identifiers—ERIC Digests

The dawn of the electronic age has altered the role of the school librarian: the position is less of a warehouse manager and more of a reference consultant, the emphasis is access to information rather than collection development, and the librarian is an information center manager, specialist, and teacher of information technology. School restructuring, more student-centered teaching methods, and the change from a passive learning environment into an active one require collaboration between librarians and classroom teachers to meet the information needs of students. Librarians must become proficient in the use of the new technologies to promote them and instruct students and teachers in their use. As access to information overtakes ownership of information, librarians seek out and evaluate online and other electronic sources to meet the information needs of patrons. Librarians must teach students and teachers to be discriminating users of information, teach ethical use of the materials received, and form access policies and acceptable use agreements. The expanding functions of the library necessitate that the librarian become an information center manager, developing skills to manage the different groups of people who will work in the library. The librarian is the campus expert in information location and management and thus in the best position to be on the forefront of information technology and to train others in its use. The school librarian in the electronic age expands the services available from the library to include computer-based data and sophisticated information-seeking strategies. Working in concert with classroom teachers and curriculum experts, librarians form a comprehensive team designed to enhance student academic achievement and critical thinking skills necessary for success in lifelong endeavors. (Author/SWC)

ED 402 936 IR 056 236

Masters, Denise G.

Public Library Services for Home Schooling. ERIC Digest.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-IR-96-11

Pub Date—1996-12-00

Contract—RR93002009

Note—4p.

Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse, NY 13244-4100 (free while supply lasts).

Pub Type— ERIC Publications (071) — Reports - Descriptive (141) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Information, Educational Attitudes, Educational Needs, *Educational Resources, Educational Technology, Elementary Secondary Education, Futures (of Society), *Home Schooling, Instructional Materials, Library Automation, Library Materials, *Library Role, *Library Services, Nontraditional Education, Online Systems, Optical Data Disks, Parents as Teachers, Problems, *Public Libraries, User Needs (Information)

Identifiers—ERIC Digests

Public libraries have a responsibility toward all of their patrons, including home schoolers. "Home schooling" describes the situation where parents or guardians choose not to send their children to public or private schools, but instead educate their children themselves. Libraries are very important to home schoolers because, in most communities, public libraries are the only educational resources available to them. Public libraries can offer home schoolers services such as outreach, tours, programming, and collection development. Challenges associated with providing library services to home schoolers include: censorship (patrons' objections to material); subject wipe-out (when one family borrows all materials on a given subject); negative staff attitudes toward home schooling; time/energy demands; technology demands; and administrative limits. When enhanced with access to technology such as CD-ROMs or online resources, home schooling's emphasis on self-discipline and initiative can well prepare children for the workplace of the future, one of multi-abilities and multi-generations. Home schooled children may not have the same access to information as other children, but public libraries are in a position to help them. (Contains 14 references.) (SWC)

ED 402 950 IR 056 251

Berkowitz, Robert E.

Helping with Homework: A Parent's Guide to Information Problem-Solving. ERIC Digest.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-IR-96-09

Pub Date—1996-11-00

Contract—RR93002009

Note—4p.

Available from—ERIC Clearinghouse on Information & Technology, Syracuse University, 4-194 Center for Science and Technology, Syracuse, NY 13244-4100 (free while supply lasts).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Access to Information, Computer Uses in Education, Electronic Mail, Elementary Secondary Education, *Homework, Information Seeking, *Information Skills, Information Utilization, Internet, *Learning Strategies, Library Skills, *Parent Role, *Problem Solving, Research Skills, Student Role, Study Skills, *Thinking Skills, Users (Information)

Identifiers—ERIC Digests

Parents can play an important role in helping their children succeed in school. This ERIC Digest presents the Big Six Skills problem-solving method as an effective approach for parents. The Big Six Skills apply to any problem or activity that requires a solution or result based on information. The Big Six can help parents effectively deal with the abundance of information available from many sources to guide their children through school assignments. The Big Six consists of: task definition, information seeking strategies, location and access, use of information, synthesis, and evaluation. In this approach, the parent assumes the role of a "coach" while the child assumes the role of a "thinker and doer." The parent guides the student through all steps it takes to complete the assignment, while the child thinks about what he or she needs to do at each step and then finds appropriate ways to do it. The Big Six approach recognizes the benefits of technology such as computers, e-mail, and the Internet for organizing information and for access to non-traditional sources of information. The Big Six approach can help parents effectively guide their children through assignments and at the same time help their children become independent learners and users of information. (Contains 10 references.) (Author/SWC)

ED 403 874 IR 018 229

Inclusion.

ACCESS ERIC, Rockville, MD.; Educational Resources Information Center (ED), Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ERIC-96-5028; ISSN-1065-1160

Pub Date—1996-00-00

Note—37p.

Available from—ACCESS ERIC, 1600 Research Blvd., Rockville, MD 20850 (subscription free; obtain back issues from EDRS).

Journal Cit—ERIC Review; v4 n3 Fall 1996

Pub Type— Collected Works - Serials (022) — ERIC Publications (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Accessibility (for Disabled), *Disabilities, *Educational Policy, Elementary Secondary Education, Federal Programs, *Inclusive Schools, Information Sources, Mainstreaming, Position Papers, *Regular and Special Education Relationship

Identifiers—American Federation of Teachers, Council for Exceptional Children, *ERIC, Individuals with Disabilities Education Act, Learning Disabilities Association of America, National Association Elementary School Principals, National Association of School Psychologists, National Association of State Boards of Education, National Association Secondary School Principals, National Education Association, National School Boards Association, Office of Special Education Programs

The "ERIC Review" is published three times per year and announces research results, publications, and new programs relevant to each issue's theme topic. This issue introduces readers to the issues surrounding the inclusion of students with disabilities in general education classrooms, and provides information for schools moving to adopt more inclusive practices. This document is not an endorsement of or policy statement on inclusion. Nine articles appear in this issue: (1) "Including Students with Disabilities in General Education Classrooms: From Policy to Practice" (Jane Burnette); (2) "Inclusion and the Individuals with Disabilities Education Act" (Judith E. Heumann and Thomas Hehir); (3) "Office of Special Education Programs" which lists 18 programs sponsored by that office; (4) "Inclusion: It's Not All Academic" (Barak Stussman); (5) "Inclusive Education in Practice" (Karen Irmsher); (6) "Selected Inclusion Resource Organizations" (Bernadette Knoblauch); (7) "Selected Inclusion Materials" (Barbara Sorenson and Janet Drill); (8) "Excerpts from Policies and Position Statements on Inclusive Schools" which includes statements from American Federation of Teachers, The Council for Exceptional Children, Learning Disabilities Association of America, National Association of Elementary School Principals, National Association of School Psychologists, National Association of Secondary School Principals, National Association of State Boards of Education, National Education Association, and National School Boards Association; and (9) "Putting It All Together: An Action Plan" which lists tips for creating more inclusive schools. (SWC)

ED 404 987 IR 018 246

Turbee, Lonnie

Educational MOO: Text-Based Virtual Reality for Learning in Community. ERIC Digest.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research

and Improvement (ED), Washington, DC

Report No. —EDO-IR-97-01

Pub Date—1997-03-00

Contract—RR93002009

Note—4p.

Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse, NY 13244-4100 (free while supply lasts).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Mediated Communication, Computer Software, *Computer Uses in Education, Educational Media, *Electronic Text, High Schools, Higher Education, Internet, *Online Systems, Programming, *Social Networks, Student Centered Curriculum, Students, Teachers, Users (Information), *Virtual Reality

Identifiers—Barriers to Participation, ERIC Digests, Learning Environments, *MOOs

MOO stands for "Multi-user domain, Object-Oriented." Early multi-user domains, or "MUDs," began as net-based dungeons-and-dragons type games, but MOOs have evolved from these origins to become some of cyberspace's most fascinating and engaging online communities. MOOs are social environments in a text-based virtual reality where people gather to chat with friends, meet new people, and help build the MOO. Users connect from anywhere in the world and communicate with one another in real time. Users can create rooms, objects, and programs that recreate in text anything the user might imagine. Educational MOOs have an academic theme and use a variety of MOO communication tools such as internal e-mail, newspapers, documents, blackboards, and classrooms to accommodate a variety of teaching styles. Teachers can use these tools in harmony with the goals for the class while exploiting the nature of the MOO as a student-centered learning environment. The paper provides: names, descriptions, and sites of some educational MOOs suitable for learners of high school age and older; a description of user roles on MOOs—guests, builders, programmers, wizards, and archwizards; difficulties teachers may face when using a MOO; information on how to get started; and guidelines for ensuring a positive experience for both teachers and students. Resources for more information on educational MOOs are provided. (SWC)

ED 405 844 IR 018 291

Information Dissemination in Action.

ACCESS ERIC, Rockville, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —NLE-97-2518; ISSN-1065-1160

Pub Date—1996-00-00

Note—60p.

Available from—ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850 (subscription is free; obtain back issues form EDRS).

Journal Cit—ERIC Review; v5 n1-2 1996

Pub Type— Collected Works - Serials (022) — ERIC Publications (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Access to Information, *Clearinghouses, *Delivery Systems, Diffusion (Communication), *Education, Education Service Centers, Futures (of Society), *Information Dissemination, *Information Industry, Information Networks, Information Transfer, Information Utilization, Reference Services, Users (Information)

Identifiers—Department of Education, *ERIC, National Library of Education DC, Organizational History

The "ERIC Review" announces research results, publications, and new programs relevant to each issue's theme topic. This double issue commemorates ERIC's 30th anniversary and focuses on the dissemination and use of education information. The issue includes "A Quick Guide To ERIC" (Lynn Smarte)—a reproducible training guide for learning how to use ERIC, descriptions of the products and services available from the various components of the ERIC system, and a detachable bookmark and phone directory cards. The first article, "Issues in Dissemination: An ERIC Perspective" (Lilian G. Katz and Dianne Rothenberg), looks at the dissemination of ERIC information, including issues of optimum amount of information, optimum information redundancy, optimum conceptual size, vividness effect in presentation medium, propitiousness, and users' orientations to knowledge. Additional articles include: "What Is an Information Clearinghouse?" (Dianne Rothenberg); "What Is Teacher Research" (excerpted from an ERIC Digest by Ismat Abdal-Haqq); "Dissemination Under Renovation" (Cynthia Hearn Dorfman); "The National Education Dissemination System" (Robert Stonehill); "ERIC Highlights and Future Directions" (from the "ERIC Annual Report 1996"); "Great Moments in ERIC History"—an ERIC timeline; and "NLE: ERIC's Institutional Home"—about the National Library of Education. (SWC)

ED 407 927 IR 018 317

Morgan, Nancy A.

An Introduction to Internet Resources for K-12 Educators. Part I: Information Resources, Update 1997. ERIC Digest.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-IR-97-03

Pub Date—1997-04-00

Contract—RR93002009

Note—4p.; For 1997 Update Part II, see IR 018 318. For 1996 Updates, see ED 391 460 (Part I), and ED 391 461 (Part II).

Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free while supply lasts).

Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Resources, Educational Technology, Elementary Secondary Education, Grants, Information Networks, *Information Sources, *Internet, Lesson Plans, Library Catalogs, Policy Formation, Reference Services, Standards, State Departments of Education, Student Projects, Technological Advancement

Identifiers—Electronic Books, ERIC Digests, Listservs, Pen Pals, Technology Plans

The Internet is an international computer network composed of thousands of smaller networks. State and regional education networks and commercial providers have made the vast resources of the Internet increasingly available to administrators, school library media specialists, and classroom teachers. This updated digest lists a selection of no-cost Internet resources of particular interest for K-12 educators. Topics include: guides to Internet resources; lesson plans; keypals and penpals; acceptable use policies; technology plans; Internet projects for the classroom; grant information; federal government information; state education departments; standards-based education; online reference resources; library catalogs; and other resources. (SWC)

ED 407 928 IR 018 318

Morgan, Nancy A.

An Introduction to Internet Resources for K-12 Educators. Part II: Answering, Listservs, Discussion Groups, Update 1997. ERIC Digest.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-IR-97-04

Pub Date—1997-04-00

Contract—RR93002009

Note—4p.; For 1997 Update Part I, see IR 018 317. For 1996 Updates, see ED 391 460 (Part I), and ED 391 461 (Part II).

Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free while supply lasts).

Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Mediated Communication, Discussion Groups, Educational Resources, Educational Technology, *Electronic Mail, Elementary Secondary Education, Information Dissemination, *Information Sources, *Internet, Online Systems, *Reference Services

Identifiers—AskERIC, ERIC Digests, *Listservs, Question Answering Systems, *USENET

As K-12 schools connect to the Internet, a new method of communication opens up to educators and students. This updated digest describes some sample services and resources that are available to the K-12 community by electronic mail over the Internet. Information services and resources covered include: question answering services; listservs (automated programs that serve as distribution centers for electronic mail messages); and newsgroups available through Usenet, a discussion forum on an electronic bulletin board system. (Contains 10 references.) (SWC)

ED 407 938 IR 018 341

Plotnick, Eric

Concept Mapping: A Graphical System for Understanding the Relationship between Concepts. ERIC Digest.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-IR-97-05

Pub Date—1997-00-00

Contract—RR93002009

Note—4p.

Available from—ERIC Clearinghouse on Information and Technology, Syracuse University, 4-194 Center for Science and Technology, Syracuse, NY 13244-4100 (free while supplies last).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Mapping, *Cognitive Structures, *Computer Graphics, Computer Software, Concept Formation, *Concept Mapping, Diagrams, Educational Technology, *Knowledge Representation, *Visual Aids

Identifiers—ERIC Digests

This ERIC Digest discusses concept mapping, a technique for representing the structure of information visually. Concept mapping can be used to brainstorm, design complex structures, communicate complex ideas, aid learning by explicitly integrating new and old knowledge, and assess understanding or diagnose misunderstanding. Visual representation has several advantages: (1) visual symbols are quickly and easily recognized; (2) minimum use of text makes it easy to scan for a word, phrase, or general idea; and (3) visual representation allows for development of a holistic understanding that words alone cannot convey. A wide range of computer software for concept mapping is now available for most of the popular computers used in education. Computer support for concept mapping facilitates ease of adaptation and manipulation, dynamic linking, conversion, communication, and storage. "Inspiration" is currently one of the most popular computer software programs for creating concept maps. (Contains 13 references.) (AEF)

ED 409 895 IR 018 527

Small, Ruth V.

Motivation in Instructional Design. ERIC Digest.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research

and Improvement (ED), Washington, DC
Report No. —EDO-IR-97-06
Pub Date—1997-00-00
Contract—RR93002009
Note—4p
Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse, NY 13244-4100 (free while supplies lasts).
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Educational Assessment, *Instructional Design, Instructional Materials, Learning Strategies, Models, *Student Attitudes, Student Interests, *Student Motivation
Identifiers—ERIC Digests

The ARCS Model of Motivational Design, developed by John M. Keller of Florida State University, is a systematic model for designing motivating instruction. The ARCS Model identifies four essential strategy components for motivating instruction: attention strategies for arousing and sustaining curiosity and interest; relevance strategies that link to learners' needs, interests, and motives; confidence strategies that help students develop a positive expectation for successful achievement; and satisfaction strategies that provide extrinsic and intrinsic reinforcement for effort. Since the ARCS Model was introduced in the early 1980s, several instruments have been developed for assessing the motivational quality of instructional situations. The Instructional Materials Motivation Survey (IMMS) asks students to rate 36 ARCS-related statements in relation to the instructional materials they have just used. Other ARCS-based evaluation instruments include the Motivational Delivery Checklist and the Website Motivational Analysis Checklist (WebMAC). ARCS provides a useful framework for both the design and improvement of the motivational quality of a range of informational entities—from classroom instruction to Internet resources. (Contains 12 references.) (AEF)

JC

ED 399 992 JC 960 584
McKinney, Kristin
Technology in Community Colleges. ERIC Digest.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Report No. —EDO-JC-96-10
Pub Date—1996-06-00
Contract—RR93002003
Note—4p
Available from—ERIC Clearinghouse for Community Colleges, University of California at Los Angeles, 3051 Moore Hall, Los Angeles, CA 90095-1521
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Access to Education, *Community Colleges, Computer Uses in Education, Educational Change, *Educational Finance, *Educational Technology, *Instructional Innovation, Instructional Student Costs, *Multimedia Instruction, Teacher Role, Technological Advancement, Two Year Colleges
Identifiers—ERIC Digests

Despite the costs of implementing technology at community colleges, the benefits gained include increased instructor creativity, increased student interest and learning, and greater flexibility of instructional delivery. Instructional technology may be implemented in two ways: first, the use of technology as a simple add-on to enhance current instructional methods by integrating text material with sound, photos, full-motion video, and graphics; and second, the use of technology to transform both the teaching and learning function by providing students with access to multimedia computers stations equipped allowing them to work on course content at their own pace. Due to the high costs of system maintenance and training and the potential redefinition of the role of faculty in the educational process, colleges should try to find the right balance of technology-based and faculty-based instruction. Although new technology may provide access to more individuals to instruction or communication, it may also create more disadvantages for those students in economically depressed areas and those who have never been exposed to computer technology prior to entering college. Innovative solutions to the issues presented by the adoption of new technologies include the creation of committees to oversee technology spending and instituting a student technology fee to cover costs associated with continual upgrading. (TGI)

ED 400 002 JC 960 598
Holub, Jonathan
Addressing Sexual Harassment on Campus. ERIC Digest.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Report No. —EDO-JC-96-09
Pub Date—1996-06-00
Contract—RR93002003
Note—4p.; Drawn primarily from "Sexual Harassment in Higher Education: From Conflict to Community," ASHE-ERIC Higher Education Reports, Number 2; see ED 364 133.
Available from—ERIC Clearinghouse for Community Colleges, University of California at Los Angeles, 3051 Moore Hall, Los Angeles, CA 90095-1521
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behavior Patterns, Community Colleges, Educational Environment, *Educational Legislation, *Educational Policy, Policy Formation, *School Policy, *Sexual Harassment, Student College Relationship, *Teacher Student Relationship, Two Year Colleges
Identifiers—ERIC Digests

Although data on sexual harassment in the community college is limited, it is clear that it does exist and that it runs counter to the colleges' educational mission. Sexual harassment has been defined as verbal or physical conduct of a sexual nature, imposed on the basis of sex, that denies, limits, or provides different treatment. Recent legal developments, such as Title IX of the 1972 Educational Amendments, dictate that colleges and universities create clear policies and procedures to deal with alleged incidents of sexual harassment. As such, colleges should be aware of the behaviors that can lead to sexual harassment, such as situations where power held by virtue of gender, rank, or role create an unequal relationship. For example, behaviors based on a "quid pro quo" relationship represent harassment, as does the creation of a hostile environment for an individual. In working to prevent sexual harassment, five elements have been proposed by the American Council on Education, including a definition of sexual harassment, a string policy statement indicating intolerance of such behavior, effective communication with those involved or subject to related provisions, education for everyone, and an accessible grievance procedure. Research has shown that the implementation of a policy including these elements can have a noticeable effect on the incidence of sexual harassment. (TGI)

ED 400 003 JC 960 599
Lee, Lucy
Community Colleges and Proprietary Schools. ERIC Digest.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Report No. —EDO-JC-97-01
Pub Date—1996-09-00
Contract—RR93002003
Note—4p.; Drawn from "Community Colleges and Proprietary Schools: Conflict or Convergence? New Directions for Community Colleges Number 91," edited by Darrel A. Clowes and Elizabeth M. Hawthorne; see ED 387 193.
Available from—ERIC Clearinghouse for Community Colleges, University of California at *Los Angeles, 3051 Moore Hall, Los Angeles,* CA 90095-1521
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Curriculum, College Role, *Community Colleges, *Educational Finance, *Educational Trends, *Institutional Mission, Organizational Objectives, Private Education, *Proprietary Schools, Student Costs, *Student Financial Aid, Two Year Colleges
Identifiers—ERIC Digests

There are clear advantages as well as disadvantages in encouraging greater mission convergence between community colleges and proprietary schools, such as for-profit vocational schools and career colleges. Proprietary schools have long attracted controversy related to their financial aid and fundraising practices, while at the same time fulfilling a clear community need by providing vocational programs promising quick preparation and transition to work. Similarities do exist between community colleges and proprietary schools, including curricula that emphasize postgraduate employment preparation and general education for traditional degrees and the diversity of their student populations. Strong differences are found, however, in governance and the distinction of public versus private status. Moreover, questions remain regarding differences in accreditation standards and the acceptance of proprietary school credits by other postsecondary institutions. When discussing the convergence of the two institutions, a distinction must be made between "organic" approaches (i.e., a result of the natural evolution of the institutions) and "forced" approaches (i.e., influenced by outside forces, such as the federal government through financial aid awards). The market-driven orientation of proprietary schools and the more diverse goals of community colleges present a formidable barrier to organic convergence, while low graduation and transfer rates of community colleges, a shifting focus in the community college curriculum, and increased public funding for students at proprietary schools indicate a movement towards a forced convergence. (TGI)

ED 400 024 JC 960 627
Burstein, Matthew
The Thin Green Line: Community Colleges' Struggle To Do More with Less. ERIC Digest.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Report No. —EDO-JC-96-11
Pub Date—1996-08-00
Contract—RR93002003
Note—4p
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Class Size, College Planning, *Community Colleges, Economic Factors, Educational Economics, Educational Finance, Enrollment Trends, *Financial Exigency, *Financial Support, *Institutional Mission, Program Termination, *Retrenchment, School Effectiveness, *State Aid, Teacher Student Ratio, Two Year Colleges
Identifiers—*California Community Colleges, ERIC Digests

since the economic difficulties of the 1980s and 1990s, community colleges have had to reconcile limited resources with open door admissions policies and a broad institutional mission. College budgets have not generally increased sufficiently to compensate for rising costs, with state-level financial support for higher education falling by 9.5% to 30% in various states between 1990 and 1991. In California, a 1992 study revealed that the revenue sources supporting the state's community colleges provided $2.8 million per year, but that $5.1 billion were needed for the colleges to meet the standards advocated by the state Board of Governors. This funding gap has had many consequences in the state, such as a larger student/faculty ratios, larger class sizes, and higher course loads taught by instructors each academic term. Some of the methods utilized by California's community colleges for working around the budget limitations have included increasing business ventures, such as licensing college logos and accepting corporate sponsorship for athletics; cutting course sections; reducing personnel; and transferring costs by deferring planned maintenance or moving employees to alternately-funded programs. Although many of these activities have had serious effects on the ability of the colleges to fulfill their mission, similar measures will have to be taken to balance community needs, institutional mission, and state resources in the future. (HAA)

ED 400 025 JC 960 632

Getskow, Veronica

Women in Community College Leadership Roles. ERIC Digest.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-97-02
Pub Date—1996-10-00
Contract—RR93002003
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Administration, *College Presidents, *Community Colleges, Equal Opportunities (Jobs), *Females, Leadership Qualities, *Leadership Styles, *Organizational Change, School Culture, *Sex Differences, Sociocultural Patterns, Two Year Colleges
Identifiers—ERIC Digests

At community colleges, women currently comprise approximately 20% of all chief executive officer (CEO) positions. The single most important source from which new community college CEO candidates are selected, however, is the pool of deans of instruction and since 21% of current deans are women, it is likely that these numbers will rise. Moreover, there is evidence that the way in which college presidents approach leadership is changing from "take charge" approaches often associated with male leaders to approaches emphasizing participatory and shared decision-making. A 1990 study of executives in business and management concluded that female executives tended to be more interested than male executives in transforming people's self-interest into organizational goals by encouraging feelings of individual self-worth, active participation, and the sharing of power and information. As the number of female community college presidents increases, they will be able to influence the culture of the community college in the following ways: (1) encourage the elimination of institutional gender stereotypes; (2) redefine power and the power structure of the institution; (3) enact gender-related policies and procedures; (4) raise collegial consciousness and initiate collegial dialogue on gender and related issues; and (5) take a proactive stance on public policy and debate beyond the local campus. Contains 12 references. (HAA)

ED 400 881 JC 960 648

Palmer, James C., Ed. Katsinas, Stephen G., Ed.

Graduate and Continuing Education for Community College Leaders: What It Means Today. New Directions for Community Colleges, Number 95.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-7879-9892-3; ISSN-0194-3081
Pub Date—1996-00-00
Contract—RI93002003
Note—110p.
Available from—Jossey-Bass Publishers, 350 Sansome St., San Francisco, CA 94104-1342 (single copies: $20; subscription: $53 individuals, $89 institutions, agencies, and libraries plus shipping; quantity discounts).
Journal Cit—New Directions for Community Colleges; v24 n3 Fall 1996
Pub Type— Collected Works - Serials (022) — ERIC Publications (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Administrator Role, *Community Colleges, Continuing Education, Graduate Study, Instructional Leadership, *Leadership Qualities, *Leadership Training, *Postsecondary Education as a Field of Study, Professional Development, *Teacher Role, Two Year Colleges

Focusing on the field of community college education as an academic specialty in graduate and continuing education programs, the 10 essays in this volume explore the role of these programs in training community college leaders. The following articles are provided: (1) "Legacy of the Post-WWII Growth Years for Community College Leadership Programs," by Raymond J. Young; (2) "Preparing Leaders for Diverse Institutional Settings," by Stephen G. Katsinas; (3) "Educating Future Community College Leaders as Skilled Writers: Focusing the Debate," by George B. Vaughan and Barbara Scott; (4) "The Door That Never Closes: Continuing Education Needs of Community College Leaders," by Joseph N. Hankin; (5) "The Role of Professional Associations in Developing Academic and Administrative Leaders," by Berta Vigil Laden; (6) "The Role of the Professoriate in Influencing Future Community College Leadership," by Barbara K. Townsend; (7) "Diversity, Discourse, and Democracy: Needed Attributes in the Next Generation of Community College Leadership Programs," by Barbara G. Gibson-Benninger, James L. Ratcliff, and Robert A. Rhoads; (8) "Professors as Leaders within the Community College Movement," by George A. Baker, III; (9) "The Transactional Relationship between University Professors and Community College Leaders," by James C. Palmer; and (10) "Sources and Information: Graduate and Continuing Education for Community College Leaders," by James C. Palmer and Stephen G. Katsinas. Individual articles contain references. (AJL)

ED 400 912 JC 960 685

Rifkin, Tronie, Ed.

Transfer and Articulation: Improving Policies To Meet New Needs. New Directions for Community Colleges, Number 96.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-7879-9893-1; ISSN-0194-3081
Pub Date—1996-00-00
Contract—RR93002003
Note—109p.
Available from—Jossey-Bass Publishers, 350 Sansome St., San Francisco, CA 94104-1342 ($19; subscription: $51 individuals, $81 institutions, agencies, and libraries).
Journal Cit—New Directions for Community Colleges; v24 n4 Win 1996
Pub Type— Collected Works - Serials (022) — ERIC Publications (071) — Opinion Papers (120)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Articulation (Education), College Faculty, Community Colleges, Higher Education, *State Government, *Transfer Programs, Two Year College Students, Two Year Colleges

Focusing on transfer and articulation in the community college, this volume explores issues related to the history and definitions of transfer, the role of state governments, and effective articulation between institutions, and makes recommendations for future improvements in the process. The following articles are provided: (1) "A Historical and Futuristic Perspective of Articulation and Transfer in the United States" (Frederick C. Kintzer); (2) "The Role of the State in Transfer and Articulation" (Piedad F. Robertson, Ted Frier); (3) "Orderly Thinking about a Chaotic System" (Arthur M. Cohen); (4) "New Ways of Conceptualizing Transfer Rate Definitions" (Frankie Santos Laanan, Jorge R. Santos); (5) "Transfer: The Elusive Denominator" (Scot L. Spicer, William B. Armstrong); (6) "Moving Toward Collaboration in Transfer and Articulation" (Dorothy M. Knoell); (7) "Transfer as a Function of Interinstitutional Faculty Deliberations" (James C. Palmer); (8) "Transfer and Articulation Policies: Implications for Practice" (Tronie Rifkin); and (9) "Sources and Information: The Transfer Function and Community Colleges" (Matthew Burstein). (BCY)

ED 405 037 JC 970 147

Banachowski, Grace

Advantages and Disadvantages of Employing Part-Time Faculty in Community Colleges. ERIC Digest.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-97-03
Pub Date—1997-01-00
Contract—RR93002003
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Community Colleges, *Educational Quality, *Educational Trends, *Employment Practices, Flexible Scheduling, Full Time Faculty, *Instructional Effectiveness, *Part Time Faculty, Two Year Colleges
Identifiers—ERIC Digests

The number of part-time faculty instructors at two-year colleges has grown steadily since the early 1960s, increasing from 38% in 1962 to 65% in 1993. Part-time faculty are employed in community colleges for four main reasons. First, they save an institution money in both salaries and benefits and are rarely promoted; second, the use of part-time faculty increases institutional flexibility in matching the demands of varying enrollments; third, they bring real-world experience; and fourth, part-time faculty themselves benefit because working part-time adds prestige and fulfillment to their lives and can lead to full-time employment. There are disadvantages, however, to employing part-time faculty. Critics argue that they harm full-time faculty by taking away full-time positions and extra pay for course overloads. Critics also claim that part-timers themselves suffer as a result of their overuse for the delivery of instruction. A third reported disadvantage is that the integrity of the two-year college teaching profession is severely undermined, although there is no consensus on how or even if it is undermined. Some research has found that part-time faculty do not incorporate new teaching methods and are less effective teachers than full-time faculty, while other studies have found no differences. Contains 20 references. (HAA)

ED 405 913 JC 970 215

Lee, Lucy

Civic Literacy, Service Learning, and Community Renewal. ERIC Digest.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-97-04
Pub Date—1997-02-00
Contract—RR93002003
Note—4p.; Drawn from "Promoting Community Renewal Through Civic Literacy and Service Learning. New Directions for Community Colleges, Number 93," edited by Michael H. Parsons and C. David Lisman; see ED 392 510.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Role, *Citizenship Education, *College Role, *Community Colleges, Community Development, Models, *School Community Relationship, *Service Learning, Teacher Role, Two Year Colleges
Identifiers—*Community Renewal, ERIC Digests

At a time of widespread public cynicism about social institutions, America's community colleges are striving to reconnect with the communities they serve and function as catalysts for community renewal. In a recent national survey, about a third of the colleges questioned had formalized service learning in their course work, and nearly half provided an office or campus center to coordinate service opportunities and communicate them to students. In establishing service learning and civic literacy components, faculty support is crucial, while methods that faculty can use to demonstrate the ideas behind good community citizenship include balancing course materials to reflect the values of both individual rights and community responsibility and being prepared to confront ethical issues. Trustees and administrators, for their part, can model good citizenship by working for partnerships between education, business, and the community, as well as by sharing and publicizing "best practices" in community services. These are only first steps, however, and it is important that students move from theory in the classroom to reality via service learning in their communities and that their civic literacy include an understanding of the workplace within the broader social context. Finally, community-based programming models help community colleges address the most critical issues facing their communities and can place the colleges at the heart of efforts for community renewal. (HAA)

ED 405 940 JC 970 263

Farmer, Edgar I., Ed. Key, Cassy B., Ed.

School-to-Work Systems: The Role of Community Colleges in Preparing Students and Facilitating Transitions. New Directions for Community Colleges, Number 97.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-7879-9817-6; ISSN-0194-3081

Pub Date—1997-00-00

Contract—RR93002003

Note—124p.

Available from—Jossey-Bass Publishers, 350 Sansome St., San Francisco, CA 94104-1342 ($19; subscription: $53 individuals, $89 institutions, agencies, and libraries).

Journal Cit—New Directions for Community Colleges; v25 n1 Spr 1997

Pub Type— Collected Works - Serials (022) — ERIC Publications (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Articulation (Education), College Curriculum, *College Role, *Community Colleges, *Curriculum Development, *Education Work Relationship, Educational Practices, *Labor Force Development, *Partnerships in Education, Program Implementation, Two Year Colleges

Identifiers—School to Work Opportunities Act 1994, *School to Work Transition

Focusing on the role of community colleges in implementing the School-to-Work Opportunities Act of 1994, the 12 essays in this volume describe strategies and practices developed by colleges to address the provisions of the Act and help develop a global workforce. The following articles are provided: "Assessing the Community College Role in School-to-Work Systems," (Debra D. Bragg and Mildred Barnes Griggs); "Benchmarking for Quality Curriculum: The Heart of School-to-Work," (Margaret A. Ellibee and Sarah A. Mason); "Building Partnerships," (Mary J. Kisner, Maralyn J. Mazza, and David R. Liggett); "The Art of Articulation: Connecting the Dots," (David A. Just and Dewey A. Adams); "The Role Community Colleges Should Play in Job Placement," (Laurel A. Adler); "Workplace Mentoring: Consideration and Exemplary Practices," (Carl Price, Claudia Graham, and Janet Hobbs); "The Apprenticeship Revival: Examining Community College Practices," (Ann V. Doty and Robin T. Odom); "Quality Emphasis on Career Development and Continuous Self-Improvement," (Joe A. Green and Phyllis A. Foley); "Contextual Curriculum: Getting More Meaning from Education," (Les Bolt and Ned Swartz); "Legal and Technological Issues of the School-to-Work Opportunities Act of 1994," (Donald W. Bryant and Mary P. Kirk); "School-to-Work Systems and the Community College: Looking Ahead," (Edgar I. Farmer and Cassy B. Key); and "Sources and Information: School to Work Programming and Initiatives in the United States" (Matthew Burnstein). An index is included. (HAA)

ED 405 943 JC 970 267

Schuyler, Gwyer

Fundraising in Community College Foundations. ERIC Digest.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-JC-97-05

Pub Date—1997-03-00

Contract—RR93002003

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Colleges, *Donors, Educational Finance, Financial Needs, *Financial Support, *Fund Raising, Investment, *Philanthropic Foundations, *School Business Relationship, Trusts (Financial), Two Year Colleges

Identifiers—ERIC Digests

In response to declining local and state appropriations for public education, community colleges have taken steps to formalize fundraising efforts by creating institutional foundations as recipients of tax-deductible contributions. Large-scale external fundraising at community colleges began as a result of the 1965 Higher Education Act and the federal funding opportunities that it offered. In a 1993 survey of American Association for Community Colleges members, 542 of 550 respondents reported having a foundation and almost 30% reported endowments in excess of $1 million in 1993. Fundraising strategies such as "friendraising," annual fund drives, planned and deferred giving, and capital campaigns are now common practices. Planned gifts are generally large contributions of accumulated assets, real estate, stocks, bonds, trusts, and paid-up insurance policies that require the oversight of a contributor's financial advisors. Another method of fundraising involves collaboration between private businesses and community colleges, in which a community college foundation and a company can develop strategies to cover the costs of training students in areas pertinent to the company. The effectiveness of any community college foundation is contingent upon the image of the college in the service area. Important elements in developing a positive institutional image include the level of involvement of college administrators, experiences of local employers with students, the responsiveness of college service to student and community needs, and the quality of education delivered by the college. (HAA)

ED 408 004 JC 970 353

Andrews, Hans A.

TQM and Faculty Evaluation: Ever the Twain Shall Meet? ERIC Digest.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-JC-97-06

Pub Date—1997-04-00

Contract—RR93002003

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Role, Community Colleges, Evaluation Criteria, *Evaluation Methods, Program Development, *Teacher Evaluation, *Teacher Improvement, *Total Quality Management, Two Year Colleges

Identifiers—*Cross Angelo Classroom Assessment Model, ERIC Digests, *Locate Establish Assess Research Nominate Model

Although Total Quality Management (TQM) has been adopted at a number of community colleges in the areas of financial aid, admissions and registration, and staff performance, its use is almost nonexistent in the evaluation of classroom teaching. Barriers to its application to the classroom include faculty resistance to the idea of students as customers and to interference in their disciplines, threats to academic freedom, and the costs of training. Initiatives that have been developed for introducing TQM in the classroom include Angelo and Cross' classroom assessment techniques (CATs), designed for use by faculty members to evaluate the quality of their teaching, and the Locate-Establish-Assess-Research-Nominate (LEARN) model, which uses student quality teams to identify opportunities for improving learning. For TQM to become functional in the classroom, it is important that administrators facilitating the process recognize, reward, and reinforce faculty performance in the classroom. Some administrators have chosen to root evaluations in a developmental framework that eliminates fear and surprises and expands communication. Finally, administrators must ensure that faculty evaluation is based on objectives and goals commensurate with TQM principles. Contains 13 references. (BCY)

ED 409 929 JC 970 393

O'Rourke, Tiffany G.

Graduate and Continuing Education for Community College Leaders. ERIC Digest.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-JC-97-07

Pub Date—1997-05-00

Contract—RR93002003

Note—4p.; Drawn from "Graduate and Continuing Education for Community Colleges: What It Means Today. New Directions for Community Colleges Number 95," edited by James C. Palmer and Stephen G. Katsinas, see ED 400 881.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Colleges, Continuing Education, Educational Needs, Graduate Study, Higher Education, *Leadership Responsibility, *Leadership Training, *Postsecondary Education as a Field of Study, Professional Development, *Teacher Role, Two Year Colleges

Identifiers—ERIC Digests

Between 1960 and 1975, demands for competent two-year college administrators led many universities to develop specialized leadership programs or to incorporate leadership development curricula into existing programs. The skills needed to maintain and improve a system, however, are not necessarily the same as those that were required to establish it. Moreover, changes in the community college student body, technological expansion, and new demands from the labor force are changing the role of community college leaders. Graduate and continuing education programs for college leaders, therefore, should adjust their aims in order to respond to the changing environment. In these programs it is the faculty who are responsible for shaping and training new leaders. These faculty should consider incorporating the following principles into their graduate programs: understanding organizations as cultures, recognizing the importance of multiculturalism, embracing democratic practices, understanding the difference between compliance and empowerment, and creating opportunities for underrepresented graduate students. Efforts to strengthen the writing and analytic abilities of future administrators are also essential. Finally, in addition to these university-based programs, professional associations have taken on the role of continuing education for college leaders, providing programs that seek to strengthen interpersonal and technical competencies and focus on such current issues as administrative ethics, sexual harassment, collective bargaining, and conflict resolution. (HAA)

ED 409 937 JC 970 401

Weisman, Iris M., Ed. Vaughan, George B., Ed.

Presidents and Trustees in Partnership: New Roles and Leadership Challenges. New Directions for Community College, Number 98.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-7879-9818-4; ISSN-0194-3081

Pub Date—1997-00-00

Contract—RR93002003

Note—102p.

Available from—Jossey-Bass Publishers, 350 Sansome St., San Francisco, CA 94104-1342 ($22; Subscription: $55 individuals, $98 institutions, agencies, and libraries).

Journal Cit—New Directions for Community Colleges; v25 n2 Sum 1997

Pub Type— Books (010) — Collected Works - Serials (022) — ERIC Publications (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Administrator Characteristics, *Administrator Role, *Board Administrator Relationship, *College Presidents, Community Colleges, Organizational Change, Professional Development, *Trustees, Two Year Colleges

Based on the premise that an effective relationship between community college governing boards and presidents is crucial, this volume explores the professional needs, challenges, and roles of college presidents and governing board members and the influence of these factors on the board-president team. The following articles are provided: (1) "Selected Characteristics of Community College Trustees and Presidents" (George B. Vaughan and Iris M. Weisman); (2) "The Community College Presidency: Qualities for Success" (David R. Pierce and Robert P. Pedersen); (3) "Orientation and Professional Development of Trustees" (Gary Davis); (4) "Board-President Relations: A Foundation of Trust" (Norm Nielsen and Wayne Newton); (5) "When Boards Change: Presidential Response" (George R. Boggs and Cindra J. Smith); (6) "Opportunities and Challenges for Boards in Times of Change" (Montez C. Martin, Jr.); (7) "When a Crisis Occurs: A President's Perspective" (Sean A. Fanelli); (8) "When a Crisis Occurs: A Trustee's Perspective" (Phyllis Gutierrez Kenney); (9) "At the Millennium" (Fred Gaskin); and (10) "Sources and Information: Community College Leadership" (Lucy Lee). (BCY)

ED 409 972 JC 970 437

Pacifici, Tamara. McKinney, Kristen

Disability Support Services for Community College Students. ERIC Digest.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-JC-97-08

Pub Date—1997-05-00

Contract—RR93002003

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Disabilities, *Educational Practices, Financial Support, National Surveys, Partnerships in Education, Program Effectiveness, Program Implementation, *Special Needs Students, *Student Needs, Student Personnel Services, Student Welfare, *Two Year College Students, Two Year Colleges

Identifiers—ERIC Digests

Although about 53% of public higher education students are enrolled in community colleges, the proportion of students with disabilities served by the community colleges is about 71%. According to a 1995 survey of 672 community colleges across the United States, approximately 8% of students reported a disability and about half of those requested services. Eighty percent of responding colleges indicated that they had a formal disability support services (DSS) office, up from 70% in 1992. Support services provided by colleges include disability assessment, orientation, academic advising, career exploration, transfer advising, tutoring, adjustment counseling, and adaptive equipment. Moreover, many DSS offices have developed partnerships with community organizations or other campus departments to aid in the provision of services. Successful DSS efforts are marked by four general characteristics: administrative commitment, community linkages, staff expertise, and faculty support. Barriers to providing effective services include difficulty in obtaining adequate funding, lack of training and limited understanding of disabilities among faculty and staff, and inadequate referral services. Future efforts should include analyses of the effectiveness of support services, efforts to track students after they leave college, appropriate professional development opportunities for faculty and staff, and publicizing the availability of DSS. (TGI)

PS

ED 400 123 PS 024 740

McBride, Brent A. Rane, Thomas R.

Father/Male Involvement in Early Childhood Programs. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-96-10

Pub Date—1996-10-00

Contract—93002007

Note—3p.

Pub Type— ERIC Publications (071) — Guides - Non-Classroom (055) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Early Childhood Education, Father Attitudes, *Fathers, Males, *Parent Child Relationship, *Parent Participation, Parent Responsibility, *Parent School Relationship, Young Children

Identifiers—ERIC Digests

Given the support for increased involvement of parents in their children's schooling and the positive contribution men can make to children's development, it is important to reach out specifically to fathers or other significant males in parent involvement efforts for pre-kindergarten and early childhood programs. This digest discusses barriers to male involvement, including: (1) fathers' fears of exposing inadequacies; (2) ambivalence of program staff members about father involvement; (3) gatekeeping by mothers; and (4) inappropriate program design and delivery. The digest also offers the following suggestions for educators who are planning initiatives targeted at men: (1) be specific about goals; (2) acknowledge resistance to initiatives; (3) identify significant male role figures; (4) provide training and support services for staff; (5) train female facilitators to accept male involvement; (6) do not neglect mothers; (7) go slowly; and (8) do not reinvent the wheel. (LPP)

ED 400 124 PS 024 741

Brophy, Jere

Working with Perfectionist Students. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-96-9

Pub Date—1996-10-00

Contract—RR93002007

Note—3p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Aspiration, Academic Failure, Achievement Need, Attitude Change, Cognitive Restructuring, Elementary Secondary Education, Goal Orientation, Learning Motivation, Personality Traits, *Student Attitudes, Student Characteristics, *Student Motivation, Teacher Expectations of Students, Teacher Influence, *Teacher Student Relationship

Identifiers—ERIC Digests, *Perfectionism, *Student Expectations

Perfectionist students are not satisfied with merely doing well or even with doing better than their peers. They are satisfied only if they have done a job perfectly. Problems associated with forms of perfectionism that focus on seeking success are relatively minor, but problems associated with forms of perfectionism that focus on avoiding failure can be destructive to achievement motivation. This digest lists the characteristics of student perfectionism, including: (1) performance standards that are impossibly high and rigid; (2) motivation from fear of failure; (3) difficulty in taking credit or pleasure in accomplishments because such achievement is merely what is expected; and (4) procrastination in getting started on work that will be judged. The digest then discusses the performance norms and work expectations that perfectionist students need to relearn, including understanding that: (1) schools are places to learn knowledge and skills, not merely to demonstrate them; (2) errors are normal, expected, and necessary aspects of the learning process; and (3) it is usually more helpful to measure progress by comparing where one is now with where one was, than by comparing oneself with peers or with ideals of perfection. The digest concludes with a list of strategies that effective teachers can use to help perfectionist students, including: (1) building a friendly, supportive learning environment; (2) establishing that mistakes are a normal part of the learning process; and (3) articulating expectations that stress learning and improvement over perfect performance on assignments. Through such strategies teachers can learn to support the success-seeking aspects of achievement motivation while working to reduce unrealistic goal setting. (LPP)

ED 401 044 PS 024 808

Rothenberg, Dianne

Grandparents as Parents: A Primer for Schools. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-96-8

Pub Date—1996-10-00

Contract—DERR93002007

Note—3p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Enrollment, Family (Sociological Unit), Family Characteristics, Family Involvement, *Family Problems, *Family School Relationship, Family Structure, *Grandchildren, *Grandparents, Information Dissemination, Referral, Respite Care, Student Needs, *Student School Relationship, Teacher Student Relationship

Identifiers—ERIC Digests, *Grandparent Grandchild Relationship, Grandparent Responsibility, *Grandparents as Parents

An increasing number of American grandparents, from all socioeconomic and ethnic groups, have taken on the role of surrogate parents to their grandchildren. Reasons behind this trend involve a variety of family circumstances, including the death of one or both parents, parental abandonment, the high incidence of divorce, an increase in the number of never-married mothers (especially teen mothers), and parental imprisonment, drug addiction, or mental illness. Schools can contribute to helping grandparents cope with the stress of parenting the second time around through the following strategies: (1) examining school policies on enrollment; (2) having helpful information on hand for grandparents acting as parents; (3) keeping in mind that short-term "respite care" for young and school-age children often tops the "wish list" of grandparent caregivers; (4) being sure that school policy supports appropriate referrals for educational, health, and social services, as needed; (5) keeping in mind that school may be a much different place from the schools that grandparents remember; and (6) using "family-friendly" strategies to encourage surrogate parents to take an active role in their children's education. Educators can also help children cope with the stresses of adjusting to their living arrangements by implementing the following strategies: (1) anticipating transitional or adjustment difficulties and act to minimize them; (2) looking for children's strengths and build on them; (3) placing children living with grandparents with the most stable and experienced teachers; and (4) trying not to single out children because of their family status in front of peers or other teachers. Children from families headed by grandparents constitute a growing proportion of students in schools. Schools that recognize and support these nontraditional families will be able to provide better service to their communities. (LPP)

ED 401 047 PS 024 844

Borgia, Eileen T. Schuler, Dorothy

Action Research in Early Childhood Education. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-96-11

Pub Date—1996-11-00

Contract—RR93002007

Note—3p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Action Research, *Classroom Research, Critical Thinking, Data Collection, Early Childhood Education, Educational Research, *Participatory Research, Professional Development, Qualitative Research, Reflective Teaching, *Research Design, *Research Methodology, Self Evaluation (Individuals), Teacher Effectiveness, Teacher Improvement

Identifiers—ERIC Digests, *Teacher Researchers

Action research is an approach to professional development and improved student learning in which teachers systematically reflect on their work, seek feedback from colleagues, and make changes in their practice. Several benefits of action research have been cited: (1) teachers investigate their own practice in a new way, looking at what children actually do and what they themselves do; (2) teachers develop a deeper understanding of children, of the learning process, and of their role in the educational lives of children; (3) teachers are viewed as equal partners with their collaborators in deciding what works best in their situation; (4) solutions are arrived at cooperatively; (5) teachers are often more committed to implementation of a project that they have been involved in designing; and (6) action research is an ongoing process—its principles can be applied elsewhere. Action research begins with a focus or question, which frequently is modified as data are gathered and the process continues. After reflection and discussion, a research question is conceptualized, and a plan of action is developed. The teacher implements the plan, keeping detailed anecdotal records. The research methods used are often qualitative, including detailed documentation, although quantitative methods are sometimes included for triangulation purposes. Involvement in action research includes: (1) commitment—those who agree to participate should know that they will be involved with the project for a year or more; (2) collaboration—the power relations among participants are equal; (3) concern—the interpretive nature of action research means that the participants will develop a support group of critical friends; (4) consideration—reflection is a challenging, critical assessment of one's own behavior as a means of developing one's craftsmanship, and (5) change—change is ongoing and difficult, but it is an important element in remaining effective as a teacher. (Contains 10 references.) (LPP)

ED 401 048 PS 024 845

Katz, Lilian G. And Others

Preventing and Resolving Parent-Teacher Differences. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-96-12

Pub Date—1996-11-00

Contract—RR93002007

Note—3p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Parent Grievances, *Parent Participation, Parent School Relationship, *Parent Student Relationship, Parent Teacher Conferences, *Parent Teacher Cooperation, *Teacher Student Relationship

Identifiers—ERIC Digests

Parents and teachers share responsibility for creating a working relationship that fosters children's learning. This digest examines the cultural context for parent-teacher relationships, suggests some general strategies for creating a climate in which misunderstandings and disagreements between parents and teachers can be minimized through communication, and discusses some general principles for parents and teachers in dealing with disagreements as they arise. It is important for teachers and parents to remember that they know the child in different contexts, and that each may be unaware of what the child is like in the other context. It is also important for teachers and parents to remember that the foundation for good parent-teacher relationships is frequent and open communication and that both teachers and parents share the responsibility for creating such a foundation. There are several strategies teachers can use to establish a climate conducive to open communication. Teachers can: (1) let parents know how and when they can contact the school and the teacher; (2) practice an open-door, open-mind policy; (3) elicit expressions of parents' concerns and interests in preparation for parent-teacher conferences; and (4) involve parents in classroom activities. Parents also have an important role to play in fostering open communication between themselves and teachers. They can: (1) introduce themselves; (2) be involved in classroom and school activities; and (3) initiate regular contact. On those inevitable occasions when parents and teachers disagree, teachers should: (1) know the school policy for addressing parent-teacher disagreements; and (2) use discretion about when and where children and their families are discussed. Parents can: (1) talk directly with the teacher about the problem; (2) avoid criticizing teachers in front of children; and (3) choose an appropriate time and place to discuss the disagreement. (LPP)

ED 401 049 PS 024 885

McClellan, Diane E. Katz, Lilian G.

El Desarrollo Social de los Ninos: Una Lista de Cotejo. ERIC Digest. (Young Children's Social Development: A Checklist. ERIC Digest.).

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-96-15

Pub Date—1996-12-00

Contract—RR93002007

Note—3p.

Language—Spanish

Pub Type— ERIC Publications (071) — Tests/Questionnaires (160) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Check Lists, Early Childhood Education, Evaluation Criteria, Individual Characteristics, *Interpersonal Competence, *Peer Relationship, *Social Development, *Student Evaluation, *Young Children

Identifiers—ERIC Digests, *Social Attributes Checklist

The best childhood predictor of later adult adaptation is the adequacy with which a child gets along with other children. Because social development begins in the early years, it is appropriate that early childhood programs include regular formal and informal assessment of children's acquisition of social competence. This digest presents the Social Attributes Checklist, which teachers may use to measure children's social behavior. The digest explains the rationale for and the use of the checklist. The checklist contains 8 items that measure children's individual attributes, such as mood, coping, and empathy; 14 items that measure social skill attributes, such as assertion of rights, participation in discussions, and interest in others; and 2 items that measure the peer relationship attributes of peer acceptance and participation in activities with other children. In order to use the checklist effectively, teachers should: (1) sample children's social functioning over a period of about a month; (2) recognize that the quality of children's relationships is a more important index of social functioning than the quantity of relationships; (3) recognize that the attributes listed should usually, and not necessarily always, characterize a child's behavior; (4) implement strategies to help children outgrow social difficulties; and (5) understand that what constitutes appropriate or effective social behavior may differ in different cultural and family backgrounds. (BC)

ED 401 050 PS 024 886

Lounsbury, John H.

Key Characteristics of Middle Level Schools. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-96-13

Pub Date—1996-11-00

Contract—RR93002007

Note—3p.

Pub Type— ERIC Publications (071) — Opinion Papers (120) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Aspiration, Adolescent Development, Adolescents, Community Involvement, Curriculum Development, *Early Adolescents, Educational Attitudes, Educational Environment, *Educational Objectives, *Educational Principles, Family Involvement, Guidance Programs, Intermediate Grades, Junior High Schools, *Middle Schools, School Policy, Student Attitudes, Student Evaluation, Student Needs, Teacher Attitudes, Teaching Methods

Identifiers—*Developmentally Appropriate Programs, ERIC Digests, Middle School Students, National Middle School Association, *This We Believe, Turning Points (Report)

Concerns about middle level education began early in this century and will continue to be discussed by researchers and observers well into the next century. This digest examines the evolving characteristics and goals of middle level education, especially in terms of the most recent statements of purpose by major organizations in the field. Noting that the characteristics of junior high schools identified during the 1920s, 1940s, and 1950s formed the framework for defining an effective middle level school, the digest explains that during the 1960s the middle school emerged as an alternative to the junior high school, which was seen as intransigent and dominated by the senior high school. However, a consensus definition of key characteristics was not reached until the 1980s when the National Middle School Association published "This We Believe" and the Carnegie Council on Adolescent Development published "Turning Points." The most recent definition of key components or characteristics of a good middle level school appeared in November 1995 when "This We Believe: Developmentally Responsive Middle Level Schools" was revised by the National Middle School Association. The document describes six conditions or characteristics that developmentally responsive middle level schools should evidence: (1) educators committed to young adolescents; (2) a shared vision; (3) high expectations for all; (4) an adult advocate for every student; (5) family and community partnerships; and (6) a positive school climate. Following these foundational principles or conditions, the document identifies six major programmatic areas: (1) curriculum that is challenging, integrative, and exploratory; (2) varied teaching and learning approaches; (3)

assessment and evaluation that promote learning. (4) flexible organizational structures; (5) programs and policies that foster health, wellness, and safety; and (6) comprehensive guidance and support services. (LPP)

ED 402 068 PS 024 840
Helm, Judy Harris, Ed
The Project Approach Catalog.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Pub Date—1996-11-22
Contract—RR93002007
Note—90p.; Catalog prepared for "The Project Approach: An Evening of Sharing" presented at the Annual Meeting of the National Association for the Education of Young Children (Dallas, TX, November 22, 1996).
Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois at Urbana-Champaign, 805 West Pennsylvania Avenue, Urbana, IL 61801-4897; phone: 800-583-4135; fax: 217-333-3767 (Catalog No. 218, $5, plus $1.50 shipping. Charge cards accepted).
Pub Type— ERIC Publications (071) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Active Learning, Cooperative Learning, Creative Development, Discovery Learning, Elementary Education, *Experiential Learning, Group Activities, Instructional Innovation, Learning Activities, Problem Solving, *Student Projects, Teaching Methods
Identifiers—*Project Approach (Katz and Chard), Reggio Emilia Approach

A project is an extended, in-depth investigation of a topic, ideally one worthy of children's attention and energy. This catalog, prepared for an annual meeting of the National Association for the Education of Young Children, combines articles explaining the project approach in the classroom with summaries of projects displayed at the meeting. It also contains several ERIC/EECE digests relevant to the project approach. The introductory articles cover such topics as the importance of projects, the project approach in action, documenting projects, frequently asked questions about project work, incorporating the project approach into a traditional curriculum, and results of a brainstorming session among teachers beginning project work. Projects presented at the annual meeting include those on water, rocks, houses, building construction, newspaper, and bicycles. The ERIC digests included in the catalog discuss integrating computers in the early childhood classroom, the benefits of mixed-age grouping, encouraging creativity, the contribution of documentation to the quality of early childhood education, problem solving, Reggio Emilia, and resource rooms for children. Information on a projects web site, project approach institutes, other ERIC texts on the project approach, and how to use the ERIC system is also included. (EV)

ED 402 070 PS 024 846
Brophy, Jere
Working with Shy or Withdrawn Students. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Report No.—EDO-PS-96-14
Pub Date—1996-11-00
Contract—RR93002007
Note—3p.
Pub Type— Guides - Classroom - Teacher (052) — ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Anxiety, *Behavior Modification, Behavior Patterns, Bibliotherapy, Classroom Environment, Coping, Elementary Secondary Education, Extraversion Introversion, Inhibition, *Interpersonal Communication, *Interpersonal Competence, Intervention, *Peer Relationship, Personality Traits, *Shyness, Social Adjustment, Stress Variables, Student Characteristics, Student Interests, Teacher Guidance, *Teacher Influence, Teacher Student Relationship
Identifiers—ERIC Digests

This ERIC digest focuses on students who are commonly described as shy (inhibited, lacking in confidence, socially anxious) or withdrawn (unresponsive, uncommunicative, or daydreaming). Symptoms of shyness or withdrawal may appear as part of the student's overall personality or as a situation-specific response to a particular stress factor. Strategies for coping with shy or withdrawn students include: (1) peer involvement (e.g., involving shy students in cross-age tutoring programs); (2) teacher interventions (e.g., changing the social environment or minimizing stress or embarrassment); and (3) other kinds of psychological interventions (e.g., encouraging children to join volunteer groups or recreational organizations outside of school). The following are specific teacher strategies for coping with shy and withdrawn students: (1) use interest inventories to determine their interests, then use these interests as bases for conversations or learning activities; (2) display their (good) artwork or assignments; (3) assign them as a partner to a classmate who is popular and engages in frequent contact with peers; (4) check with shy students frequently if they are prone to daydreaming; (5) help shy children to set social development goals and assist them by providing training in social skills; (6) provide them with information needed to develop social insight, suggesting ways for them to initiate productive peer contacts or to respond more effectively to peer initiations; (7) provide them with a designated role that will give them something to do and cause them to interact with others in social situations in which they might otherwise become shy and retreat to the fringes of the group; (8) teach them social "door openers" for greeting others and speaking to them in person or on the telephone; (9) make time to talk with them each day and listen carefully and respond specifically to what they tell you; and (10) use bibliotherapy materials. (LPP)

ED 405 128 PS 025 139
How Can I Assess the Development of My Preschooler?
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, IL.; ACCESS ERIC, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Report No.—NLE-97-2526
Pub Date—1997-00-00
Contract—RK95188001
Note—9p.; This brochure is based on the 1994 ERIC-EECE Digest, "Assessing the Development of Preschoolers" written by Lilian G. Katz; see ED 372 875.
Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behavior Patterns, Child Behavior, *Child Development, Developmental Stages, Evaluation Criteria, *Individual Development, Intervention, Parent Materials, *Preschool Children, Preschool Education
Identifiers—*Developmental Assessment

It is only natural for parents to wonder occasionally if the development of their preschool child is going well. Noting that psychologists have developed many normative scales to indicate how an individual child compares with others of the same age in similar populations, this parent brochure provides guidance for evaluating a child's behavior and achievements and for assessing what aspects of the child's development need special encouragement, support, or intervention. Topics covered in the brochure are: what categories of behavior to assess—including eating, sleeping, and playing—and when to intervene. Sources for additional information are included. (HTH)

ED 405 129 PS 025 140
What Should Parents Know about Full-Day Kindergarten?
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, IL.; ACCESS ERIC, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Report No.—NLE-97-2524
Pub Date—1997-00-00
Contract—RK95188001
Note—9p.; This brochure is based on the 1995 ERIC-EECE Digest, "Full-Day Kindergarten Programs," written by Dianne Rothenberg; see ED 382 410.
Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Research, Educational Trends, Enrollment Trends, *Full Day Half Day Schedules, Instructional Effectiveness, *Kindergarten, Parent Materials, Primary Education
Identifiers—*Program Characteristics

Noting that changes in American society and in education over the last 20 years have contributed to the popularity of all-day, every-day kindergarten programs, this brochure discusses the trend toward full-day kindergarten and provides an overview of full-day versus half-day programs. Topics covered include: why the full-day trend, what the research shows, and what makes a full-day program effective. Sources for additional information are included. (HTH)

ED 405 139 PS 025 155
Ramsburg, Dawn
The Debate over Spanking. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Report No.—EDO-PS-97-13
Pub Date—1997-03-00
Contract—RR93002007
Note—3p.
Pub Type— ERIC Publications (071) — Guides - Non-Classroom (055) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Age Differences, Behavior Change, Behavior Problems, Child Rearing, *Corporal Punishment, *Discipline, Infants, Negative Reinforcement, Parent Child Relationship, *Punishment, Toddlers, Young Children
Identifiers—*Age Appropriateness, Disciplinary Styles, ERIC Digests

This digest explores some of the reasons for spanking, examines its effectiveness, and suggests alternative discipline methods. Many parents believe that spanking will teach children not to do things that are forbidden, stop them quickly when they are being irritating, and encourage them to do what they should. Others believe nonphysical forms of discipline are ineffective. Research suggests, however, that spanking does not lead to improved behavior and that children feel resentful, humiliated, and helpless after being spanked. Research also indicates that spanking may have potentially harmful long-term effects, such as increased aggression, violent behavior, impaired learning, and depression. To be effective, discipline should be age appropriate. Suggestions for parents of infants include: (1) grasping an infant's hand instead of slapping; (2) trading a toy rather than forcing an object from the infant; (3) baby-proofing your living space; and (4) leaving the room when your temper flares (after making sure the baby is in a safe place). Suggestions for parents of toddlers include: (1) making sure the environment is safe; (2) avoiding direct clashes with the toddler; (3) using your size and strength to eliminate situations; and (4) diverting a slap to your knee rather than hitting the child. Suggestions for parents of older children include: (1) clapping your hands loudly to interrupt unacceptable behavior; (2) grasping a child's arms firmly, crouching down to his or her level, and talking calmly; (3) controlling your anger by walking away or calling a friend; (4) making sure the punishment is logically related to the incident; and (5) introducing the appropriate use of time-out. Suggestions for all ages include: (1) supporting good behavior; (2) announcing clear, simple family rules; (3) understanding the feelings behind a child's actions; and (4) talking with your children if you decide to abandon spanking and try a different discipline method (LPP)

ED 407 114 PS 025 325

Katz, Lilian G.

Child Development Knowledge and Teachers of Young Children.

ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1997-02-00

Contract—RR93002007

Note—83p.; For related document, see ED 385 374.

Available from—Publications Office, ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois at Urbana-Champaign, Children's Research Center, 51 Gerty Drive, Champaign, IL 61820-7469; phone: 800-583-4135; fax: 217-333-3767; e-mail: ericeece@uiuc.edu (Catalog No. 217, $10, plus $1.50 shipping in U.S.; $3 shipping outside U.S.).

Pub Type— ERIC Publications (071) — Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Annotated Bibliographies, *Child Development, Early Childhood Education, Individual Development, *Knowledge Base for Teaching, Preschool Teachers, Teacher Education, Young Children

This monograph explores issues around the position of child development knowledge in early childhood education. Part 1 of the monograph raises questions regarding the role of such knowledge in teaching young children and its place in teacher education. This section considers the definition of "development," the type of child development knowledge that should be learned, the potential for professional agreement of a body of child development knowledge and principles that must be mastered by students, and reasons why the role of child development knowledge in pedagogy has become a contentious issue. Part 2 outlines how understanding the nature of child development can be used to generate basic principles of practice for early childhood education that satisfy developmental criteria. This section proposes 19 principles of early childhood practices that have implications for planning curricula and programs for young children. Included in this monograph are selected ERIC annotated bibliographies on early childhood teacher education and developmentally appropriate practices in early childhood education. (Contains approximately 25 references.) (Author)

ED 407 154 PS 025 393

Banks, Ron

Bullying in Schools. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-97-17

Pub Date—1997-04-00

Contract—RR93002007

Note—3p.

Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, *Antisocial Behavior, *Bullying, Elementary Secondary Education, *Intervention, Parent Attitudes, *Peer Relationship, Self Esteem, Sex Differences, Student Attitudes, *Student Behavior, *Student Problems, Teacher Attitudes, Violence

Identifiers—ERIC Digests

Bullying is a serious problem that can dramatically affect the ability of students to progress academically and socially. Bullying is comprised of direct behaviors such as teasing, taunting, threatening, hitting, and stealing that are initiated by one or more students against a victim. Bullying may also be more indirect by causing a student to be socially isolated through intentional exclusion. Studies indicate that bullies often come from homes where physical punishment is used, where the children are taught to strike back physically as a way to handle problems, and where parental involvement and warmth are frequently lacking. Students who are victims of bullying are typically anxious, insecure, cautious, and suffer from low self-esteem, rarely defending themselves or retaliating when confronted by students who bully them. A strong correlation appears to exist between bullying other students during the school years and experiencing legal or criminal troubles as adults, while being bullied leads to depression and low self-esteem. Parents are often unaware of the bullying problem and talk about it with their children only to a limited extent, and school personnel may view bullying as a harmless right of passage that is best ignored unless verbal and psychological intimidation crosses the line into physical assault or theft. Effective interventions at the school, class, and individual levels may include the following components: (1) an initial questionnaire distributed to students and adults; (2) a parental awareness campaign conducted during parent-teacher conference days, through parent newsletters, and at PTA meetings; and (3) teachers working with students at the class level to develop class rules against bullying. Other components of effective anti-bullying programs include individualized interventions with the bullies and victims, the implementation of cooperative learning activities to reduce social isolation, and increasing adult supervision at key times. (LPP)

ED 407 171 PS 025 433

Hackmann, Donald G.

Student-Led Conferences at the Middle Level. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-97-19

Pub Date—1997-05-00

Contract—RR93002007

Note—3p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Accountability, Communication Skills, Intermediate Grades, Junior High Schools, Middle Schools, *Parent Conferences, Parent Participation, Parent Student Relationship, *Parent Teacher Conferences, Self Evaluation (Individuals), Student Educational Objectives, *Student Evaluation, *Student Leadership, *Student Participation, Student Responsibility, *Student Role, Teacher Student Relationship

Identifiers—ERIC Digests, *Middle School Students

Because traditional parent-teacher conferences exclude the student from the process, this model does little to facilitate dialogue between parent and child or to recognize the need for students to assume greater control of their academic progress. Student-led conferences are a positive alternative to the traditional middle level parent-teacher conference. Student-led conferences are designed to achieve one or more of the following goals: (1) to encourage students to accept personal responsibility for their academic performance; (2) to teach students the process of self-evaluation; (3) to facilitate the development of students' organizational and oral communication skills and to increase their self-confidence; (4) to encourage students, parents, and teachers to engage in open and honest dialogue; and (5) to increase parent attendance at conferences. The student-led process typically has three phases: preparation, the actual conference, and an evaluation component. To prepare students for the conference, teachers instruct students on how to lead the conference, assist them with collecting and preparing information to be shared with parents, and describe how to explain and interpret any information to be shared. During the actual conference, discussion of academic grades is typically the primary focus, but the student-led format also provides an opportunity for students to share the contents of their portfolios and to discuss self-selected academic and social goals for the upcoming term. After the conference, students, parents, and teachers should be given an opportunity to provide their feedback concerning the effectiveness of the student-led format. If some parents want to meet with the teacher alone, teachers can give parents the option of selecting either a student-led conference or a traditional parent-teacher conference, reserving five minutes at the end of the student-led conference for a private conversation between parent and teacher, or permit the parent to schedule a follow-up conference with the teacher. (LPP)

ED 407 172 PS 025 434

Katz, Lilian G.

A Developmental Approach to Assessment of Young Children. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-97-18

Pub Date—1997-04-00

Contract—RR93002007

Note—3p.

Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Early Childhood Education, Evaluation Criteria, *Evaluation Methods, Grades (Scholastic), Report Cards, *Student Evaluation, Test Interpretation, Test Use, Test Validity, *Young Children

Identifiers—Authentic Assessment, *Developmentally Appropriate Programs, ERIC Digests

The concept of developmental appropriateness can be applied to the assessment of young children. Clarifying the main purpose for which children are assessed can help determine what kinds of assessments would be most appropriate. Assessment of individual children might serve one of the following purposes: (1) to determine progress on significant developmental achievements; (2) to make placement or promotion decisions; (3) to diagnose learning and teaching problems; (4) to help in instruction and curriculum decisions; (5) to serve as a basis for reporting to parents; and (6) to assist a child with assessing his or her own progress. One should keep in mind that (1) plans, strategies, and assessment instruments are differentially suited for each of the potential purposes of assessment; (2) an overall assessment should include the four categories of educational goals: knowledge, skills, dispositions, and feelings; and (3) assessments made during children's informal work and play are most likely to minimize the potential errors of various assessment strategies. All methods of assessment make errors, and awareness of the potential errors of each method can help minimize errors in interpretation. As they plan assessments of young children's learning, parents and educators may want to: (1) recognize the limitations of report cards and grades; (2) assess aspects of children's functioning that have real meaning; (3) encourage children to assess their own work; (4) encourage children to assess their own progress; and (5) involve children in evaluating the class community. While educators cannot be accountable for all children being above average or for all children being first, they are accountable for applying all teaching strategies and efforts known to be effective and appropriate for the learning situation at hand. Assessment procedures should therefore indicate which of the strategies and resources available and judged appropriate have been employed to help each individual child. (LPP)

ED 407 181 PS 025 516

Feng, Jianhua

YaYi MeiGuo ErTong: JiaoShi Suo Ying LiaoJie De. (Asian American Children: What Teachers Should Know). ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.

Spons Agency—Office of Educational Research

and Improvement (ED). Washington. DC
Report No. —EDO-PS-97-1
Pub Date—1997-03-00
Contract—RR93002007
Note—7p.; For English version, see ED 369 577.
Language—Chinese
Pub Type— ERIC Publications (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement. *Asian Americans. Cultural Awareness. *Cultural Differences. *Cultural Traits. Elementary Secondary Education. Ethnic Stereotypes. Family School Relationship. Limited English Speaking. *Parent Student Relationship. *Teacher Student Relationship
Identifiers—*Asian American Students. ERIC Digests

This digest provides information to help teachers gain a better understanding of Asian-American children, particularly those from East and Southeast Asian cultures, and identify culturally appropriate educational practices to use with these children. Asian-Americans represent more than 29 distinct subgroups who differ in language, religion, and customs. In addition to these between-group differences, diversity exists within national groups and among individuals. Nevertheless, Asian-Americans are generally stereotyped as successful and high-achieving minorities. The "whiz kid" image of Asian-American students that is described in popular and professional literature is a misleading stereotype that masks individuality and conceals real problems. In reality, for many Asian-American students, the challenge of American schooling can be overwhelming. Some students have learning difficulties and some lack motivation, proficiency in English, or financial resources. Teachers can better understand their Asian-American students by understanding how some general cultural characteristics of Asian cultures impact their students' experience of American schooling. For example, Asian-American children may be confused by the informality that exists between teachers and students in America, and may feel considerable distress if attention is drawn to themselves in class. When developing curriculum and instruction that is culturally sensitive and methodologically adaptable to the needs of Asian-American students, teachers should: (1) familiarize themselves with the values and customs of their students' cultures; (2) learn a few words of their students' native languages; (3) base academic expectations on individual ability rather than on stereotypes; (4) use peer teaching; (5) utilize students' natural support system, including family, friends, and the community; and (6) encourage Asian parents to work with one another. (BC)

ED 407 182 PS 025 517
Katz, Lilian G
XueQian ErTong FaZhan PingGu (Assessing the Development of Preschoolers). ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-PS-97-2
Pub Date—1997-03-00
Contract—RR93002007
Note—7p.; For English version, see ED 372 875.
Language—Chinese
Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Affection. *Child Development. Childhood Interests. Curiosity. Eating Habits. *Evaluation Criteria. Friendship. Play. *Preschool Children. Sleep
Identifiers—Authority. *Developmental Assessment. Emotional Expression. ERIC Digests. Toilet Training

To help parents address those aspects of their child's development which may need special encouragement, support, or intervention, this digest delineates 11 categories of behavior for assessment. Parents should not be alarmed if their children are having difficulty in only a few categories, and they should not judge their children's permanent behavior based on one day's observation. The categories are: (1) sleeping habits; (2) eating habits; (3) toilet habits; (4) range of emotions; (5) friendship; (6) variations in play; (7) responses to authority; (8) curiosity; (9) interest; (10) spontaneous affection; and (11) enjoyment of the "good things in life." Concerning these categories, parents should ask whether their child usually falls asleep easily and wakes up rested; eats with appetite; has bowel and bladder control, especially during the day; shows the capacity for a range of emotions over a period of time; initiates and maintains satisfying relationships with peers; varies his or her play and adds different elements to the play; accepts adult authority; exhibits curiosity and adventure; becomes absorbed and interested in something outside him- or herself; expresses spontaneous affection for caregivers; and enjoys the pleasures of childhood. The first 3 of the 11 categories are particularly sensitive indicators of children's well-being because the child has control of them. The other criteria are more culture-bound. When children are having problems with some of these areas of development, they can sometimes be helped when adults simply spend more time with them, or when the children's daily routines are simplified. (BC)

ED 407 183 PS 025 518
JiJi De GuanJiao FangFa (Positive Discipline). ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-PS-97-3
Pub Date—1997-03-00
Contract—RR93002007
Note—6p.; For English version, see ED 327 271.
Language—Chinese
Pub Type— ERIC Publications (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Environment. *Classroom Techniques. *Discipline. *Educational Practices. Elementary Secondary Education. *Self Esteem
Identifiers—ERIC Digests

This ERIC Digest suggests methods and language that can be used in handling difficult, but common, situations involving young children. Discussion focuses on: (1) 12 methods of discipline that promote self-worth; (2) the process of creating a positive climate that promotes self-discipline; (3) harmful and negative disciplinary methods; and (4) good approaches to discipline. It is argued that self-discipline is better learned through guidance than through punishment. (RH)

ED 407 184 PS 025 519
McBride, Brent A. Rane, Thomas R.
FuQin Huo NanXing CanYu ErTong ZaoQi Jiao Yu (Father/Male Involvement in Early Childhood Programs). ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-PS-97-4
Pub Date—1997-03-00
Contract—RR93002007
Note—7p.; For English version, see ED 400 123.
Language—Chinese
Pub Type— ERIC Publications (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Early Childhood Education. Father Attitudes. *Fathers. Males. *Parent Child Relationship. *Parent Participation. Parent Responsibility. *Parent School Relationship. Young Children
Identifiers—ERIC Digests

Given the support for increased involvement of parents in their children's schooling and the positive contribution men can make to children's development, it is important to reach out specifically to fathers or other significant males in parent involvement efforts for pre-kindergarten and early childhood programs. This digest discusses barriers to male involvement, including: (1) fathers' fears of exposing inadequacies; (2) ambivalence of program staff members about father involvement; (3) gatekeeping by mothers; and (4) inappropriate program design and delivery. The digest also offers the following suggestions for educators who are planning initiatives targeted at men: (1) be specific about goals; (2) acknowledge resistance to initiatives; (3) identify significant male role figures; (4) provide training and support services for staff; (5) train female facilitators to accept male involvement; (6) do not neglect mothers; (7) go slowly; and (8) do not reinvent the wheel. (LPP)

ED 407 185 PS 025 520
Rothenberg, Dianne
ZhiChi QingChunQi NuSheng De FaZhan (Supporting Girls in Early Adolescence). ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-PS-97-5
Pub Date—1997-03-00
Contract—RR93002007
Note—7p.; For English version, see ED 386 331.
Language—Chinese
Pub Type— ERIC Publications (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement. Cultural Differences. *Early Adolescents. *Females. Intermediate Grades. Junior High Schools. Parent Child Relationship. Physical Development. Self Concept. *Self Esteem. *Sex Differences. Sex Stereotypes. Teacher Student Relationship
Identifiers—Adolescent Attitudes. ERIC Digests

Results of national studies suggest that for girls, the middle grades can be a time of significant decline in self-esteem and academic achievement. Reasons for this decline are not clearly indicated by research, but it is likely that multiple factors are involved. One factor is the preferential treatment boys receive in the classroom. Out-of-school factors include girls' observations about the different status of men and women in society. A third factor relates to cultural differences in sex role socialization. Researchers have observed other consequences associated with a general loss of self-esteem in preadolescent girls. For example, compared to boys, adolescent girls experience greater stress, are twice as likely to be depressed, and are four times as likely to attempt suicide. Girls' depression has been found to be linked to negative feelings about their bodies and appearance. In order to support and encourage preadolescent girls, parents can: (1) begin early to nurture freedom from stereotyped expectations; (2) inquire regularly about their daughters' participation in school; (3) listen to their daughters' questions and complaints about peers, siblings, and adults; and (4) be aware that girls receive conflicting messages about their worth and place in our culture. Likewise, teachers can find ways to develop gender-fair curricula; encourage girls to enroll and participate in all academic courses; and deal directly with issues of gender. School administrators can develop and enforce policies against gender-related harassment and can ensure that school programs offer equal opportunities to boys and girls. (BC)

ED 407 186 PS 025 521
Moore, Shirley G.
JiaZhang Dui ErTong FaZhan TongBan GuanXi De ZuoYong (The Role of Parents in the Development of Peer Group Competence). ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-PS-97-6
Pub Date—1997-03-00
Contract—RR93002007
Note—6p.; For English version, see ED 346 992.
Language—Chinese
Pub Type— ERIC Publications (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Rearing. Children. Discipline. *Interpersonal Competence. *Parent Child Relationship. *Parent Influence. *Parent-

ing Skills, Parents, Peer Relationship, Permissive Environment, *Social Development
Identifiers—Authoritarian Behavior, *Authoritative Parenting, Baumrind (Diana), Control (Social Behavior), ERIC Digests, Nurturance

Among studies that have examined the relationship between parenting styles and children's development of social skills, the research of Diana Baumrind is noteworthy. In several studies, she has identified authoritarian, permissive, and authoritative parenting styles, which differ on the dimensions of nurturance and parental control. Authoritarian parents are low in nurturance and high in control; their children are prone to model aggressive modes of conflict resolution. Permissive parents are moderate or high in nurturance and low in control. Their children tend to be sociable, but to avoid taking responsibility for misbehavior. Authoritative parents are high in nurturance and moderate in control. These parents' nurturing behaviors, such as interest in children's daily activities, predict children's social competence. In their use of control, authoritative parents: (1) set behavioral standards for children; (2) use positive reinforcers such as praise to increase children's compliance; (3) prefer discipline in which both sides of an issue are stated and a just solution is sought and in which children are expected to make up for their wrongdoing; and (4) avoid extreme forms of punishment such as physical punishment and ridicule. It is concluded that authoritative parenting styles better facilitate the development of children's social competence than do other parenting styles. Five references are cited. (BC)

ED 407 187 PS 025 522

Brophy, Jere

RuHe DuiDai WanMei ZhuYi De XueSheng (Working with Perfectionist Students). ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-97-7
Pub Date—1997-03-00
Contract—RR93002007
Note—7p.; For English version, see ED 400 124.
Language—Chinese
Pub Type— ERIC Publications (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Aspiration, Academic Failure, Achievement Need, Attitude Change, Cognitive Restructuring, Elementary Secondary Education, Goal Orientation, Learning Motivation, Personality Traits, *Student Attitudes, Student Characteristics, *Student Motivation, Teacher Expectations of Students, Teacher Influence, *Teacher Student Relationship
Identifiers—ERIC Digests, *Perfectionism, *Student Expectations

Perfectionist students are not satisfied with merely doing well or even with doing better than their peers. They are satisfied only if they have done a job perfectly. Problems associated with forms of perfectionism that focus on seeking success are relatively minor, but problems associated with forms of perfectionism that focus on avoiding failure can be destructive to achievement motivation. This digest lists the characteristics of student perfectionism, including: (1) performance standards that are impossibly high and rigid; (2) motivation from fear of failure; (3) difficulty in taking credit or pleasure in accomplishments because such achievement is merely what is expected; and (4) procrastination in getting started on work that will be judged. The digest then discusses the performance norms and work expectations that perfectionist students need to relearn, including understanding that: (1) schools are places to learn knowledge and skills, not merely to demonstrate them; (2) errors are normal, expected, and necessary aspects of the learning process; and (3) it is usually more helpful to measure progress by comparing where one is now with where one was, than by comparing oneself with peers or with ideals of perfection. The digest concludes with a list of strategies that effective teachers can use to help perfectionist students, including: (1) building a friendly, supportive learning environment; (2) establishing that mistakes are a normal part of the learning process; and (3) articulating expectations that stress learning and improvement over perfect performance on assignments. Through such strategies teachers can learn to support the success-seeking aspects of achievement motivation while working to reduce unrealistic goal setting. (LPP)

ED 407 188 PS 025 523

Katz, Lilian G.

SheJi HuoDong JiaoFa (The Project Approach). ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-97-8
Pub Date—1997-03-00
Contract—RR93002007
Note—7p.; For English version, see ED 368 509.
Language—Chinese
Pub Type— ERIC Publications (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Activity Units, *Curriculum Development, Early Childhood Education, Elementary Education, *Group Activities, *Learning Activities, Student Motivation, *Student Participation, *Teacher Student Relationship, Thematic Approach
Identifiers—ERIC Digests, *Project Approach (Katz and Chard)

A project is an in-depth investigation of a topic worth learning more about, usually undertaken by a group of children within a class. The goal of a project is to learn more about a topic rather than to find answers to questions posed by a teacher. Project work is complementary to the systematic parts of a curriculum. Whereas systematic instruction helps children acquire skills, addresses children's deficiencies, and stresses extrinsic motivation, project work provides opportunities to apply skills, addresses children's proficiencies, and stresses intrinsic motivation. Projects differ from themes, which are broad topics such as "seasons," and units, which consist of preplanned lessons and activities on particular topics. In themes and units, children usually have little role in specifying the questions to be answered as the work proceeds. This is not the case in projects. Activities engaged in during project work include drawing, writing, reading, recording observations, and interviewing experts. Projects can be implemented in three stages. In Phase 1, "Getting Started," the teacher and children select and refine the topic to be studied. Phase 2, "Field Work," consists of investigating, drawing, constructing models, recording, and exploring. Phase 3, "Culminating and Debriefing Events," includes preparing and presenting reports of results. These characteristics of projects are exemplified in a project in which kindergartners collected 31 different types of balls. After collecting the balls, the class examined various characteristics of the balls, such as shape, surface texture, circumference, composition, weight, resistance, and use. This project involved children in a variety of tasks and gave children the opportunity to learn a new vocabulary as their knowledge of a familiar object deepened. (BC)

ED 407 189 PS 025 524

Benard, Bonnie

PeiYang HaiZi De FuYuan NengLi (Fostering Resilience in Children). ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-97-9
Pub Date—1997-03-00
Contract—RR93002007
Note—8p.; For English version, see ED 386 327.
Language—Chinese
Pub Type— ERIC Publications (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—At Risk Persons, Child Development, Critical Thinking, *Educational Environment, Elementary Secondary Education, Grouping (Instructional Purposes), Interpersonal Competence, Personal Autonomy, *Personality Traits, Problem Solving, Student Evaluation, Student Motivation, *Student Participation, *Teacher Expectations of Students, *Teacher Student Relationship, Teaching Methods
Identifiers—*Caring, ERIC Digests, *Resilience (Personality)

This digest summarizes studies that provide evidence that youth with multiple and severe risks in their lives can develop into confident and competent adults, and discusses the critical role schools can play in this process of development. Resilience is the term used to describe a set of qualities that foster a process of successful adaptation and transformation despite risk. An innate capacity for resilience helps children develop social competence, problem-solving skills, a critical consciousness, autonomy, and a sense of purpose. Research shows that certain characteristics of family, school, and community environments may alter or even reverse expected negative outcomes and enable children to manifest resilience despite risk. These "protective factors" can be grouped into three major categories: (1) caring and supportive relationships; (2) positive and high expectations; and (3) opportunities for meaningful participation. First, the presence of at least one caring person provides support for healthy development and learning, and a caring relationship with a teacher gives youth the motivation for wanting to succeed. Second, research has indicated that schools that establish high expectations for all youth and give them the support necessary to achieve those expectations have high rates of academic success and lower rates of problem behaviors than other schools. Third, practices that provide youth with opportunities for meaningful involvement and responsibility in the school foster all the traits of resilience. These practices include asking questions that encourage critical thinking, making learning hands-on, and using participatory evaluation strategies. Contains 12 references. (BC)

ED 407 190 PS 025 525

Swick, Kevin J.

JiaoShi-JiaZhang De HeZuo (Teacher-Parent Partnerships). ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-97-10
Pub Date—1997-03-00
Contract—RR93002007
Note—7p.; For English version, see ED 351 149.
Language—Chinese
Pub Type— ERIC Publications (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Early Childhood Education, *Family School Relationship, *Parent Participation, Parent Role, *Parent Teacher Cooperation, *Partnerships in Education, School Community Relationship, Teacher Characteristics, *Teacher Role
Identifiers—ERIC Digests, *Parent Characteristics

Research provides insight into parent attributes that support partnerships with teachers. These attributes include warmth, sensitivity, nurturance, the ability to listen, consistency, positive self-image, personal competence, and effective interpersonal skills. Researchers have cited positive attitudes, continuous teacher training, involvement in professional growth, and personal competence as teacher attributes related to successful parent involvement. Parenting roles that support teacher-parent partnerships include those of learning, supporting, and decision making. Teacher roles critical to the partnership process include support, education, and guidance. Strategies that engage parents and teachers in collaborative roles include home visits, conferences, parent centers, telecommunication, parent involvement in the classroom, participatory decision making, parent education programs, home learning activities, and family-school networking. Family-centered schools need to be involved with families in planning and nurturing healthy environments. A significant part of this effort is the development of a curriculum that promotes a shared learning process among children, parents, and teachers. A family-centered focus must also become a part of the community's fabric. (BC)

ED 407 191 PS 025 526

RuHe ZhiDao HaiZi GuanKan DianShi (Guidelines for Family Television Viewing). ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-PS-97-11
Pub Date—1997-03-00
Contract—RR93002007
Note—6p.; For English version, see ED 320 662.
Language—Chinese
Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Family Problems, Guidelines, *Parent Responsibility, *Parent Role, *Programming (Broadcast), Social Action, *Television Commercials, *Television Viewing, *Violence
Identifiers—ERIC Digests

This digest addresses problems associated with children's excessive viewing of television programs and commercials and provides suggestions to help parents guide their children's television viewing. Children who watch television 3 to 5 hours a day have little time for other activities such as play, reading, and talking with others. Excessive television viewing may have a detrimental effect on children's learning and school performance. The amount of violence depicted on television is increasing. The average child views more than 20,000 commercials a year, and by doing so, may acquire a distorted picture of appropriate eating habits. A recent study found a direct relationship between amount of television viewing and children's risk of obesity. In this digest, parents who wish to address the problems associated with excessive television viewing are advised to: (1) know how much television their children watch and set limits on the amount of viewing; (2) encourage their children to plan their viewing; (3) watch television with their children and provide interpretations of excesses and distortions, such as violent actions; (4) encourage their children to watch programs that depict characters who cooperate and care for each other; (5) call their local stations and write or call networks or sponsors to express their feelings about programming; and (6) join with other concerned parents and public action groups. (RH)

ED 407 192 PS 025 527

Wallach, Lorraine B.

BaoLi Yu ErTong De FaZhan (Violence and Young Children's Development). ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-PS-97-12
Pub Date—1997-03-00
Contract—RR93002007
Note—7p.; For English version, see ED 369 578.
Language—Chinese
Pub Type— ERIC Publications (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Development, Child Rearing, Childhood Attitudes, *Community Problems, Early Childhood Education, Elementary Education, *Elementary School Students, Family Environment, Interpersonal Competence, Parent Child Relationship, *Preschool Children, Victims of Crime, *Violence
Identifiers—*Child Safety, ERIC Digests, *Resilience (Personality)

This digest examines the developmental consequences for children who are the victims of or witnesses to family and community violence. A baby's ability to trust depends upon the family's ability to provide consistent caregiving, which is compromised when the infant's family lives in a community racked by violence. When they reach toddlerhood, children need to practice skills such as jumping and climbing. However, children who live in violence-ridden communities are often confined to indoor quarters that hamper their activities. When they reach the preschool years, young children may not be able to venture outside the family home because they are prevented from going out to play. During the school years, community and family violence takes a high toll on children's development. Children whose energies are drained through worry about violence have difficulty learning in school, and the cognitive functioning of children traumatized by violence can be compromised. Children who have been mistreated may have trouble getting along with others, and children whose only role models use physical force to solve problems may be unable to learn nonaggressive ways of social interaction. Children who live with violence may repress feelings, have difficulty seeing themselves in meaningful roles, feel helpless, and regress to an earlier stage of development. Children's ability to cope with violence is influenced by their temperament and by their parents' abilities to withstand the stresses of poverty and violence. School and day care staff can help children deal with the consequences of violence by offering them alternative perceptions of themselves and teaching them skills for getting along in the world. (BC)

ED 408 031 PS 025 394

Rothenberg, Dianne

El Apoyo a las Ninas en la Temprana Adolescencia (Supporting Girls in Early Adolescence). ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-PS-97-14
Pub Date—1997-04-00
Contract—RR93002007
Note—3p.; For English version, see ED 386 331.
Language—Spanish
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Cultural Differences, Developmental Stages, *Early Adolescents, *Females, Intermediate Grades, Junior High Schools, Middle Schools, Parent Child Relationship, Physical Development, Self Concept, *Self Esteem, *Sex Differences, Sex Stereotypes, Teacher Student Relationship
Identifiers—Adolescent Attitudes, ERIC Digests

Results of national studies suggest that for girls, the middle grades can be a time of significant decline in self-esteem and academic achievement. Reasons for this decline are not clearly indicated by research, but it is likely that multiple factors are involved. One factor is the preferential treatment boys receive in the classroom. Out-of-school factors include girls' observations about the different status of men and women in society. A third factor relates to cultural differences in sex role socialization. Researchers have observed other consequences associated with a general loss of self-esteem in preadolescent girls. For example, compared to boys, adolescent girls experience greater stress, are twice as likely to be depressed, and are four times as likely to attempt suicide. Girls' depression has been found to be linked to negative feelings about their bodies and appearance. In order to support and encourage preadolescent girls, parents can: (1) begin early to nurture freedom from stereotyped expectations; (2) inquire regularly about their daughters' participation in school; (3) listen to their daughters' questions and complaints about peers, siblings, and adults; and (4) be aware that girls receive conflicting messages about their worth and place in U.S. culture. Likewise, teachers can find ways to develop gender-fair curricula, encourage girls to enroll and participate in all academic courses, and deal directly with issues of gender. School administrators can develop and enforce policies against gender-related harassment and can ensure that school programs offer equal opportunities to boys and girls. (EAJ)

ED 408 032 PS 025 395

Swick, Kevin J.

Los Pactos entre Padres y Maestros (Teacher-Parent Partnerships). ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-PS-97-16
Pub Date—1997-04-00
Contract—RR93002007
Note—3p.; For English version, see ED 351 149.
Language—Spanish
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Early Childhood Education, *Family School Relationship, *Parent Participation, Parent Role, *Parent Teacher Cooperation, School Community Relationship, Teacher Characteristics, *Teacher Role
Identifiers—ERIC Digests, Parent Characteristics

Research provides insight into parent attributes that support partnerships with teachers. These attributes include warmth, sensitivity, nurturance, the ability to listen, consistency, positive self-image, personal competence, and effective interpersonal skills. Researchers have cited positive attitudes, continuous teacher training, involvement in professional growth, and personal competence as teacher attributes related to successful parent involvement. Parenting roles that support teacher-parent partnerships include those of learning, supporting, and decision making. Teacher roles critical to the partnership process include support, education, and guidance. Strategies that engage parents and teachers in collaborative roles include home visits, conferences, parent centers, telecommunication, parent involvement in the classroom, participatory decision making, parent education programs, home learning activities, and family-school networking. Family-centered schools need to be involved with families in planning and nurturing healthy environments. A significant part of this effort is the development of a curriculum that promotes a shared learning process among children, parents, and teachers. A family-centered focus must also become a part of the community's fabric. (EAJ)

ED 408 033 PS 025 396

Moore, Shirley G.

El Papel de los Padres en el Desarrollo de la Competencia Social (The Role of Parents in the Development of Peer Group Competence). ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-PS-97-15
Pub Date—1997-04-00
Contract—RR93002007
Note—3p.; For English version, see ED 346 992.
Language—Spanish
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Rearing, Children, Discipline, *Interpersonal Competence, *Parent Child Relationship, *Parent Influence, *Parenting Skills, Parents, Peer Relationship, Permissive Environment, *Social Development
Identifiers—Authoritarian Behavior, Authoritative Parenting, Baumrind (Diana), Control (Social Behavior), ERIC Digests, Nurturance

Among studies that have examined the relationship between parenting styles and children's development of social skills, the research of Diana Baumrind is noteworthy. In several studies, she has identified authoritarian, permissive, and authoritative parenting styles, which differ on the dimensions of nurturance and parental control. Authoritarian parents are low in nurturance and high in control; their children are prone to model aggressive modes of conflict resolution. Permissive parents are moderate or high in nurturance and low in control. Their children tend to be sociable, but tend to avoid taking responsibility for misbehavior. Authoritative parents are high in nurturance and moderate in control. These parents' nurturing behaviors, such as interest in children's daily activities, predict children's social competence. In their use of control, authoritative parents: (1) set behavioral standards for children; (2) use positive reinforcers such as praise to increase children's compliance; (3) prefer discipline in which both sides of an issue are stated and a just solution is sought and in which children are expected to make up for their wrongdoing; and (4) avoid extreme forms of punishment such as physical punishment and ridicule. It is concluded that authoritative parenting styles better facilitate the development of children's social competence than do other parenting styles. Five references are cited. (EAJ)

ED 408 102 PS 025 542

Robertson, Anne S.

When Retention Is Recommended, What Should Parents Do? ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-97-20

Pub Date—1997-05-00

Contract—RR93002007

Note—3p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Failure, Educational Change, *Grade Repetition, High Risk Students, Nontraditional Education, Parent Participation, *Parent Role, *Parent Student Relationship, *Parent Teacher Cooperation, Potential Dropouts, Student Characteristics, *Student Placement, Student Promotion, Student Reaction, Teacher Attitudes, Theory Practice Relationship

Identifiers—ERIC Digests

Each year, many teachers face the problem of where to place children who do not fit into the rest of the class. Retention is an option that is frequently considered for these children. Children considered for retention often have poor academic skills, are small in stature or the youngest in the grade, have moved or been absent frequently, do poorly on a prescreening assessment, or have limited English-language skills. In addition, retained children are more likely to be male and to have minority status, a high activity level, low socioeconomic status, and parents who are unwilling or unable to intercede for them. However, research indicates that although some retained students do better at first, these children often fall behind again in later grades, most children do not "catch up" when held back, and students who are held back tend to get into trouble, dislike school, and feel badly about themselves more often than children who go on to the next grade. Some alternatives to retention include mixed-age classes, individualized instruction, tutoring, home assistance programs, smaller class size, alternative educational settings, guidance counseling, and delay of achievement testing. When parents are faced with retention as an option for their child, they can make an effort to understand why the teacher is suggesting retention; keep the teacher informed about the parents' knowledge of the child; be aware of the stresses that may be affecting the child and keep the teacher informed; ask the child about homework and give him or her a quiet place to study; be certain that the child eats nutritious meals, gets enough sleep, and stays healthy; and request assistance from other support staff in the school. Retention should be used rarely, and new approaches to curriculum development, school restructuring, and student instruction should become the focus of academic improvement. (LPP)

RC

ED 400 145 RC 020 741

Comprehensive Planning: Guidance for Educators of American Indian and Alaska Native Students. ERIC Digest.

ORBIS Associates, Washington, DC.; ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-96-3

Pub Date—1996-10-00

Contract—RR93002012

Note—4p.

Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*American Indian Education, *Community Control, *Educational Change, *Educational Planning, Elementary Secondary Education, *Federal Legislation, Parent Participation, Participative Decision Making, Professional Development, *Tribally Controlled Education

Identifiers—Elementary Secondary Education Act Title I, ERIC Digests, Goals 2000, Indian Education Act 1994, *Reform Efforts

Through a series of organizational and instructional changes, comprehensive planning aims to make it possible for all children to reach the same high academic standards. Educators and parents of American Indian and Alaska Native (AI/AN) students, as well as other members of tribal communities, must participate in this planning to ensure that the needs of AI/AN students are considered at the local level. This digest briefly describes key federal legislation and initiatives calling for school reform: Goals 2000, Title I of the Elementary and Secondary Education Act, the renewed Indian Education Act of 1994, and reforms that promote parent involvement and professional development. Each description is followed by several questions that can help AI/AN communities closely examine local school reform plans and decide if these plans are designed to (1) ensure the academic success of AI/AN students and (2) reflect the views of their community. Current school reform emphasizes "locally determined" decision making, so each community will need to tackle the questions posed in this digest in different ways in order to address varying local circumstances and needs. (SV)

ED 400 146 RC 020 742

Almeida, Deirdre A.

Countering Prejudice against American Indians and Alaska Natives through Antibias Curriculum and Instruction. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-96-4

Pub Date—1996-10-00

Contract—RR93002012

Note—4p.

Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Alaska Natives, *American Indians, *Consciousness Raising, Cultural Awareness, Cultural Images, *Curriculum Development, Educational Practices, Elementary Secondary Education, Ethnic Bias, *Ethnic Stereotypes, *Instructional Material Evaluation, Media Selection, Multicultural Education, *Racial Bias, Student Attitudes

Identifiers—*Antibias Practices, ERIC Digests, Native Americans, Webbing (Thematic)

Teaching from an antibias perspective means going beyond conventional multicultural education and introducing students to a working concept of diversity that challenges social stereotypes and discrimination. This digest describes current inadequacies in teaching about Native Americans, suggests ways to avoid common pitfalls, and provides guidelines for detecting anti-Indian bias in instructional materials. Three obstacles to providing better instruction about American Indians and Alaska Natives are lack of training in teacher education programs, ongoing racist portrayals of Native Americans in the larger society, and difficulties in locating sources of trustworthy materials. When teaching about Native Americans, teachers often favor approaches that portray Native Americans as extinct, or that allow students to experience only the exotic components of a Native culture. Both approaches teach simplistic generalizations about other peoples and lead to stereotyping rather than understanding. Teachers must begin by examining their own underlying beliefs about Native Americans and by critically questioning cultural images in books and the mass media, then use this knowledge to develop an antibias curriculum. Antibias learning may be integrated into the entire curriculum through a technique called webbing. Types of instructional materials to avoid are those that make sweeping generalizations about Native Americans, present only colonizers' perspectives, exploit Native American cultural and spiritual traditions for profit, or lack respect for Native intellectual property rights and indigenous knowledge. Contains 15 references and resources. (SV)

ED 401 079 RC 020 803

Hammer, Patricia Cahape, Comp.; Beasley, Heather, Comp.

Native Education Directory: Organizations and Resources for Educators of Native Americans. [Revised.].

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-880785-17-X

Pub Date—1997-00-00

Contract—RR93002012

Note—107p.; For an earlier edition, see ED 359 014.

Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 ($12).

Pub Type— ERIC Publications (071) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Alaska Natives, *American Indian Education, American Indians, Canada Natives, *College Programs, Colleges, Elementary Secondary Education, *Federal Programs, Higher Education, *Organizations (Groups), *Periodicals, *Public Agencies

Identifiers—Bureau of Indian Affairs, Department of Education, Native Americans

This directory provides information on organizations, government agencies, institutions of higher education, periodicals, publishers, and other resources useful to persons involved in the education of American Indian and Alaska Native students. Section 1 describes approximately 80 international, national, and multistate nongovernmental organizations, listed alphabetically in four categories: advocacy, networking, and reform; research, development, technical assistance, and training; funding and sponsorship; and youth leadership, mentoring, and service. Each entry includes contact information and a brief description. Section 2 lists and describes federal programs and agencies, including the 26 Education Line Offices of the Bureau of Indian Affairs (BIA), programs of the BIA Office of Indian Education Programs, selected offices of the U.S. Department of Education, regional educational laboratories, comprehensive regional assistance centers, Native American programs in the U.S. Department of Health and Human Services and the U.S. Department of Labor, and committees of interest in Congress. Section 3 provides contact information and brief descriptions for 32 publishers and periodicals and lists 8 other useful directories and guides related to American Indian and Alaska Native education. Section 4 lists state government and nongovernment organizations by state. Section 5 lists and describes programs at colleges and universities offering Native studies, Native language instruction, supportive services, or scholarships for Native students. Index covers primarily programs and agencies but also includes over 50 Native American languages being taught across North America. (SV)

ED 401 088 RC 020 835

Cotton, Kathleen

Affective and Social Benefits of Small-Scale Schooling. ERIC Digest.

ERIC Clearinghouse on Rural Education and

Small Schools, Charleston, WV
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-96-5
Pub Date—1996-12-00
Contract—RR93002012
Note—4p.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Collegiality, Educational Benefits, *Educational Environment, *Educational Research, Elementary Secondary Education, House Plan, School Holding Power, *School Size, *Small Schools, Social Behavior, *Student Attitudes, *Student Behavior, Student Participation, Teacher Attitudes
Identifiers—ERIC Digests, Sense of Community

This digest summarizes research in the affective and social realms that overwhelmingly affirms the superiority of small schools. Findings on the affective and social effects of school size are extensive and highly consistent, while the research base on outcomes of schools-within-a-school arrangements is smaller and less conclusive. While many small schools are also rural, it is the smallness of schools, regardless of setting, that is beneficial to students. Research on feelings and attitudes indicates the superiority of small schools in the following areas: student attitudes toward school in general and particular subjects, personal and academic self-concepts of students, student sense of belonging, social bonding between teachers and students, teacher and administrator attitudes toward work and each other, and cooperation among colleagues. Research on social behavior shows that compared to large schools, small schools have higher student rates of extracurricular participation, higher attendance rates, lower dropout rates, and fewer behavior and discipline problems. Small schools' superior performance may be related to the need for everyone's involvement, better interpersonal relationships, and easier management of individualized and cooperative practices. Economically disadvantaged and minority students benefit most from small schools, but are frequently concentrated in large schools in large districts. Schools-within-a-school plans have potential for producing results like those of small schools provided they are distinct administrative entities within the buildings that house them. Contains 13 references. (SV)

ED 401 089 RC 020 836
Howley, Craig
Ongoing Dilemmas of School Size: A Short Story. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-96-6
Pub Date—1996-12-00
Contract—RR93002012
Note—4p.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational History, Efficiency, Elementary Secondary Education, House Plan, Poverty, Rural Schools, School District Wealth, *School Effectiveness, *School Size, *Small Schools, Urban Schools
Identifiers—Dilemmas of Schooling, ERIC Digests

Recent national reports reinforce the growing perception that small schools are good schools. This may seem a revolution or the latest fad in schooling; however, issues of size cannot be captured in universal guidelines. This digest discusses the history of school size dilemmas to demonstrate why this is so. The earliest research literature on American school and district size reveals that questions of size revolved around two sets of justifications: administrative motives related to efficiency and economies of scale, and instructional motives concerned with effectiveness of education. These two perspectives are illustrated in the early 20th-century works of Ellwood Cubberley and Joseph Kennedy. Cubberley, who championed rural consolidation on the basis of urban experience, sought to professionalize rural education and always asked, "How large a school can be created?" Kennedy examined rural life and schools and asked how small a school could be and still remain pedagogically viable. This issue of upper and lower size limits has tended to resolve itself in the search for optimal school size. But this search may be misdirected, as emerging evidence suggests that a community's relative poverty or affluence is a likely indicator of a size-relevant variability. In this line of research, school size associated with high levels of student achievement appear to be tied to the socioeconomic status of a community. In addition, rural schools and urban schools face their own unique challenges related to school size. "House plans" that simulate small size are gaining in popularity but may not realize the benefits of small size without separate leadership and independent authority. There are no simple answers. Contains 15 references. (SV)

ED 401 090 RC 020 837
Roellke, Christopher
Curriculum Adequacy and Quality in High Schools Enrolling Fewer Than 400 Pupils (9-12). ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-96-7
Pub Date—1996-12-00
Contract—RR93002012
Note—4p.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Development, Educational Change, Educational Quality, Educational Research, *High Schools, School Restructuring, *School Size, *Secondary School Curriculum, *Small Schools, Student Participation
Identifiers—*Educational Adequacy, ERIC Digests

One third of public U.S. high schools enroll fewer than 400 students. Small high schools are challenged to maintain a broad curriculum with diverse course offerings. However, this digest demonstrates that many small schools provide curricula and programs comparable in quality to those of larger schools. Research findings include: (1) core curricular offerings in small high schools are well aligned with national goals and comparable to those in large schools; (2) smaller high schools have lower availability of advanced courses, but large size guarantees neither such offerings nor high enrollments in them; (3) larger schools offer a broader array of courses in occupational and technical education, but smaller schools offer more favorable proportions of vocational offerings per student; (4) larger schools offer more special services to students with disabilities and special needs, although small schools may use shared programs and well focused curricula in this area; and (5) smaller schools have fewer extracurricular activities but higher participation rates. Small high schools are meeting pressures to expand curriculum opportunities through integrated curriculum, block scheduling, interdistrict sharing, and distance education. Three curricular components are identified as common to successfully restructured instructional programs: common academic curriculum, high academic standards and expectations, and authentic instruction involving sustained critical thought. Lower enrollments allow for such engaging and meaningful instructional practices, suggesting that small schools are ideal sites for curriculum reform efforts. Contains 15 references. (SV)

ED 402 136 RC 020 838
Howley, Craig B., Ed. Eckman, John M., Ed.
Sustainable Small Schools: A Handbook for Rural Communities.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-880785-16-1
Pub Date—1997-00-00
Contract—RR93002012
Note—164p.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 ($15).
Pub Type— Books (010) — Guides - Non-Classroom (055) — ERIC Publications (071)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Change Strategies, Community Involvement, Community Schools, Educational Change, *Educational Innovation, Educational Principles, Elementary Secondary Education, Institutional Survival, *Participative Decision Making, Politics of Education, *Rural Education, Rural Schools, *School Community Relationship, *Small Schools
Identifiers—Sustainability

This book aims to help parents, community members, and educators find resources, design school options, and take action together to improve small rural schools in ways that meet community and student needs. Chapter 1 discusses the virtues of smallness, outlines basic assumptions about the role and nature of good education, examines the school-community relationship and the need to reestablish parent and community involvement, and underscores the ability of citizens to be educational change agents. Chapter 2 discusses the aims and history of mass schooling in industrial society, social and political forces driving school consolidation, ways to address the "hard" issues of consolidation (course offerings, costs, achievement), and aspects of state policy making. This chapter also lists 29 key studies and literature reviews about school size. Chapter 3 provides examples of strategies to make the rural community the focus of curricula, including community study, the Foxfire approach, and school involvement in local economic development. Chapter 4 describes innovative tactics for organizing rural schools, including the 4-day week, mixed-age (or multigrade) classrooms, and use of electronic technology. Chapter 5 provides strategic and tactical tips for making change happen. Chapter 6 is an annotated bibliography and resource list in eight sections: partnerships between schools and families or communities, coalition building, needs assessment, research on consolidation and school size, innovations featured in the book, rural resources from regional educational laboratories, and tools for finding information. Includes an index. (SV)

ED 403 101 RC 020 895
Krashen, Stephen
Why Bilingual Education? ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-96-8
Pub Date—1997-01-00
Contract—RR93002012
Note—4p.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Bilingual Education, *Criticism, *Educational Attitudes, *Educational Research, Elementary Secondary Education, Limited English Speaking, Native Language Instruction, *Public Opinion, Spanish Speaking
Identifiers—ERIC Digests

This digest examines criticism of bilingual education and its effect on public opinion, discusses the rationale underlying good bilingual education programs, and summarizes research findings that reveal programs' effectiveness. Quality bilingual education provides students with knowledge and literacy in their first language, which indirectly but powerfully aid them as they strive for English proficiency. The best bilingual education programs include English-as-a-Second Language instruction, instruction in the first language, sheltered subject matter classes using intermediate-level English, and transition to the mainstream through gradual exit plans. A common argument against bilingual education is the observation that many people have succeeded without it. However, such people have often had the advantages of early schooling in their country of origin. Children who arrive with a good education in their primary language have already gained two objectives of a good bilingual education program: literacy and subject matter development. Research indicates that the ability to read transfers across languages, even when the writing systems are different. Despite what is presented to the public in the national media, research reveals much public support for bilingual education. Apparent opposition to bilingual education is often actually opposition to specific practices or regulations related to bilingual education. The "evidence" against bilingual education is not convincing and often involves mislabeling. Bilingual education could be improved by increasing student access to books in both languages. Contains 18 references. (SV)

ED 403 102 RC 020 896

Beach, Betty A.

Perspectives on Rural Child Care. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-96-9

Pub Date—1997-01-00

Contract—RR93002012

Note—4p.

Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Caregivers, Children, Community Relations, *Day Care, Day Care Centers, Family Day Care, Interpersonal Relationship, Public Policy, Rural Areas, *Rural Family, *Rural Urban Differences, Social Science Research

Identifiers—ERIC Digests

This digest reviews findings about the nature of rural child care and suggests implications for practitioners and policymakers. Rural families experience child care differently from urban ones on a number of counts. Center-based care is less available to rural children, and rural day care centers tend to be of lower quality in terms of teacher training and salaries and state oversight and regulation. Nearly 75 percent of rural children are cared for in informal arrangements provided by friends, relatives, and siblings. Family child care in rural states is frequently unregulated or little regulated. Potential strengths of rural child care involve community connectedness and support, which may provide young children with important funds of social capital and may create a more stable child care system in rural settings. Challenges to rural child care practitioners include basic logistical concerns of geographic isolation, lack of transportation, and limited resources, as well as the downside of community involvement—the gossip network. Public policy and legislation tend to have an urban bias, involving excessive demands for paperwork, inflexible eligibility requirements, and overly stringent professional qualifications. New rural approaches to service delivery are needed, such as those involving home-based visiting options and delivery of training and information via telecommunications. Contains 20 references. (SV)

ED 405 157 RC 020 943

Vigil, James Diego

Learning from Gangs: The Mexican American Experience. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-97-1

Pub Date—1997-02-00

Contract—RR93002012

Note—4p.

Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, *Alienation, Disadvantaged Youth, Identification (Psychology), Immigrants, *Juvenile Gangs, *Mexican Americans, Peer Influence, *Socialization, *Subcultures

Identifiers—Children of Immigrants, ERIC Digests, Marginality

Gangs have become a fixture in the Mexican American populations of southern California and other regions, spreading from low-income neighborhoods in the Southwest to working class and lower-middle class suburban areas. The development and institutionalization of gangs have involved many factors, including racial discrimination and economic barriers faced by Mexican American immigrants and their children; immigrant parents' loss of control over their children during the struggle to adapt to urban American culture; and the inability or unwillingness of other social institutions to meet these children's needs. The sense of displacement, isolation, and alienation that such Mexican American youth feel is associated with a condition of multiple marginality (with ecological, economic, sociocultural, and sociopsychological components). What began as wayward kids hanging around the street, almost detached from family influences, unfamiliar with and uncommitted to schools, and in fear of the law, gradually became rooted as a new subculture: the street gang. Gang subculture now dominates the streets, demanding adjustment and conformity from street socialized youth, but also providing a substitute caring, teaching, and sanctioning influence. Integral to this shift in the socialization process from the home to the streets are the effects of culture shock and conflict, leading to fragmented cultural adaptation and a "cholo" (mixed Mexican/Anglo) subculture. This digest discusses the development of a gang identity among adolescents; describes gang signs, symbols, and characteristic activities; and suggests that communities and schools adopt balanced intervention strategies. (SV)

ED 405 158 RC 020 944

Morse, Susan C.

Unschooled Migrant Youth: Characteristics and Strategies To Serve Them. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-97-2

Pub Date—1997-03-00

Contract—RR93002012

Note—4p.

Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, *Educational Strategies, *Immigrants, Limited English Speaking, *Migrant Education, *Migrant Youth, Models, Non English Speaking, Secondary Education, Secondary School Students, Student Adjustment, *Student School Relationship

Identifiers—ERIC Digests, *Student Support Services

This digest explores the phenomenon of unschooled migrant youth in U.S. communities and schools and describes the responses of schools and programs to their needs. Older youth (aged 12-21) who enter the U.S. school system with little prior educational experience often are non-English-speaking immigrants who are illiterate in their own language. As their parents migrate to seek temporary or seasonal work in agriculture or fishing, these youth suffer continuing disruptions to their schooling. Unschooled migrant youth are a rarity, and many middle and high schools are unprepared to provide special assistance. Such youth and their families need basic information and help in dealing with a myriad of alien experiences in school and community, as well as needing English and literacy instruction. Some program models that have proved helpful to unschooled migrant youth are (1) the transitional model, focusing on support services and basic literacy for newcomers; (2) the supplementary model, providing tutoring support for in-school youth and ESL evening classes for working youth; (3) alternative models, providing adult basic education, vocational ESL, and job training; and (4) advocacy programs. Successful school-based strategies focus on school climate and cultural respect, timely scheduling of crucial skills and classes, and literacy and language instruction. Effective classroom strategies emphasize multiple modes of learning, cooperative learning groups, constructivist learning techniques, and students' previous learning and life experiences. Contains 12 references and program contact information. (SV)

ED 405 159 RC 020 945

Davis, Shelley

Child Labor in Agriculture. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-96-10

Pub Date—1997-02-00

Contract—RR93002012

Note—4p.

Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accidents, *Agricultural Laborers, *Child Labor, Child Welfare, *Educationally Disadvantaged, Elementary Secondary Education, High Risk Students, Labor Standards, *Migrant Children, Migrant Education, Migrant Workers, *Migrant Youth, *Occupational Safety and Health, Pesticides, Work Environment

Identifiers—ERIC Digests

An estimated 200,000-800,000 children and adolescents work in the United States as migrant agricultural laborers, either alone or with their families. This digest describes the statutory and economic factors contributing to the presence of children in the fields and the impact of this labor on their health and educational progress. The Fair Labor Standards Act, which outlaws or restricts child labor in most industries, allows 14-year-old agricultural laborers to work unlimited hours and permits 16-year-olds to perform hazardous jobs. Few complaints of child labor are filed, and accidents result in only minimal fines. Economic necessity causes most child labor, as over half of migrant farmworkers live in poverty. In addition, real wages of farmworkers have declined in the past decade, and payroll practices work to the detriment of farmworker families. The health and well-being of children and adolescents who work in agriculture are jeopardized by long hours of labor, dangerous working conditions, and lack of sanitary facilities in the fields. Farmworker children, like their parents, are not fully covered by workers' compensation benefits. Pesticides are an ever-present danger on the farm, and children are more likely to be harmed by pesticide exposure. Educational impacts of migrant child labor include entering school at an older age, high dropout rates, disrupted school attendance, and inability to concentrate in school due to fatigue or illness. Contains 12 references. (SV)

ED 408 143 RC 021 072

Maynard, Stan Howley, Aimee

Parent and Community Involvement in Rural Schools. ERIC Digest.

ERIC Clearinghouse on Rural Education and

Small Schools, Charleston, WV
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Report No —EDO-RC-97-3
Pub Date—1997-06-00
Contract—RR93002012
Note—4p
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Community Involvement, *Educational Strategies, Elementary Secondary Education, Family Programs, Parent Education, *Parent Participation, Parent School Relationship, *Rural Education, *School Community Relationship
Identifiers—ERIC Digests

Parent involvement programs for rural communities work best when they respond to particular features of the communities they serve. Research provides conflicting findings about whether rural parents are more or less involved in their children's education than are urban or suburban parents. Even if parent involvement is more prevalent in rural schools, rural educators still face challenges often associated with rural life: geographic isolation, poverty, lack of job opportunities, and lower parental educational attainment. On the other hand, rural residents often place high value on their schools and view schools as a central focus of community life. Successful rural parent involvement programs combine a number of recommended features that allow parents to feel effective in various adult roles, encourage adults to share their talents and model successful strategies of life management, and demonstrate to students the connections between their studies and their eventual success in the workplace. A number of ongoing efforts demonstrate ways that parent-school partnerships can work to improve education in rural areas. Promising approaches include Even Start, piloted in rural Montana, the Total Village Project, a community-wide effort to educate children in rural West Virginia, and the Teacher-Parent Partnership for the Enhancement of School Success, a collaborative effort between the University of South Carolina and 18 rural school districts. (SV)

SE

ED 400 169 SE 058 842
Jorgensen, Margaret
Rethinking Portfolio Assessment: Documenting the Intellectual Work of Learners in Science and Mathematics.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH.
Spons Agency—National Science Foundation, Arlington, VA.; Office of Educational Research and Improvement (ED), Washington, DC
Pub Date—1996-00-00
Contract—MDR-9154422, RR93002013
Note—227p.
Available from—ERIC/CSMEE Publications, The Ohio State University, 1929 Kenny Road, Columbus, OH 43210-1080
Pub Type— Guides - Classroom - Teacher (052) — ERIC Publications (071)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Educational Research, Elementary Education, Junior High Schools, *Mathematics Instruction, Middle Schools, *Portfolio Assessment, Portfolios (Background Materials), *Science Instruction, *Student Evaluation

This book details the theory and practice of portfolio assessment in mathematics and science for the elementary and middle grades as implemented in the Authentic Assessment for Multiple Users Project funded by the National Science Foundation. Included in this document are specific assessment tasks, teacher directions for administering these tasks, scoring guides or rubrics for each task, and exemplars of student work for these scoring guides. Chapter 1 provides background information about how the portfolio paradigm associated with the Authentic Assessment for Multiple Users Project compares with other approaches. Chapter 2 chronicles the collaborative journey to consensus of the project participants, and Chapter 3 details the part of the process that yielded assessment strategies. Chapter 4 considers what worked, what worked well, and what didn't work at all. Chapters 5 through 12 present various assessment tasks. Each task includes teacher directions, scoring guides, and support materials with the tasks and their ancillary materials presented in camera-ready form. Chapters 13 and 14 discuss the development of scoring guides and lessons learned from the project process and findings. Contains 20 references. (DDR)

ED 402 146 SE 058 066
Murphy, Nancy
Multicultural Mathematics and Science: Effective K-12 Practices for Equity. ERIC Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No —EDO-SE-96-1
Pub Date—1996-03-00
Contract—RI93002013
Note—4p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080
Pub Type— Information Analyses (070) — ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Cultural Context, Curriculum, Educational Change, Educational Strategies, Elementary Secondary Education, *Equal Education, *Multicultural Education, Parent Participation, Scientific Literacy, Standards, Technology
Identifiers—ERIC Digests, Reform Efforts

Educational reform initiatives such as the National Council of Teachers of Mathematics (NCTM) Standards, National Science Education Standards, and Project 2061 provide guidelines to reduce the diversity gap in science and mathematics literacy. Schools are applying these guidelines to classroom practices by posing questions about what changes are feasible given the multiple pressures of today's schools. This digest provides references to successful practices which have increased mathematics and science achievement among diverse student populations. Topics discussed include: (1) Eliminating Tracking, Increasing Expectations and Course Requirements, and Changing Course Content Sequences; (2) Using Technology; (3) Enhancing Life Skills Through Mathematics and Science Literacy; (4) Capitalizing on Cultural Learning Styles and Culturally Relevant Curricula; (5) Engaging Parents as Active Partners; and (6) Increasing Affective and Academic Support for Students. Contains 23 references. (JRH)

ED 402 147 SE 058 067
Wilson, Ruth A.
Starting Early: Environmental Education during the Early Childhood Years. ERIC Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No —EDO-SE-96-2
Pub Date—1996-03-00
Contract—RI93002013
Note—4p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080
Pub Type— Guides - Classroom - Teacher (052) — ERIC Publications (071) — Opinion Papers (120) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Discovery Learning, *Early Childhood Education, *Educational Strategies, *Environmental Education, Outdoor Education
Identifiers—ERIC Digests

This digest highlights the need for beginning environmental education based on life experiences during the very earliest years of life. The rationale for environmental education during the early childhood years is discussed, followed by guidelines for program development grounded on the belief that environmental education for the early years should be based on a sense of wonder and the joy of discovery. The following guidelines are discussed: (1) begin with simple experiences, (2) provide frequent positive experiences outdoors, (3) focus on "experiencing" versus "teaching," (4) demonstrate a personal interest in and enjoyment of the natural world, and (5) model caring and respect for the natural environment. Contains 18 references. (JRH)

ED 402 148 SE 058 163
Haury, David L.
Teaching Evolution in School Science Classes. ERIC Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No —EDO-SE-96-4
Pub Date—1996-03-00
Contract—RI93002013
Note—4p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080
Pub Type— Information Analyses (070) — ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Creationism, Educational Change, *Educational Strategies, Elementary Secondary Education, *Evolution, Science Education
Identifiers—ERIC Digests

This digest highlights the increasing importance of teaching evolution in school science classes as evidenced in recent reform efforts including the National Science Education Standards and Project 2061. Barriers that hinder student understanding of evolution are presented followed by instructional strategies to overcome these obstacles. Also discussed is the "creationist" resistance to the teaching of evolution. Directions for accessing relevant resources, including internet resources, are included. Contains 30 references. (JRH)

ED 402 152 SE 058 897
Lee, Thomas
Biotechnology Education and the Internet. ERIC Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No —EDO-SE-96-5
Pub Date—1996-09-00
Contract—RI93002013
Note—4p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080
Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Agriculture, Biochemistry, Bioethics, *Biotechnology, Educational Resources, Genetic Engineering, Higher Education, *Internet, Molecular Biology, Secondary Education
Identifiers—*Alternative Assessment, ERIC Digests

The world of modern biotechnology is based on recent developments in molecular biology, expecially those in genetic engineering. Since this is a relatively new and rapidly advancing field of study, there are few traditional sources of information and activities. This digest highlights biotechnology resources including those that can be found on the Internet, World Wide Web, and other sources. The resources presented here relate to topics that have been identified as main areas of study in biotechnology: bioprocessing, foundations, genetic engineering, agriculture, biochemistry, medicine, environment, and bioethics. Topics include: (1) Web Guides and Tools; (2) Major Starting Points; (3) Agricultural Biotechnology; (4) Mailing Lists; (5) Newsgroups; (6) Books, Journals, and Periodicals; (7) Bioethics; (8) International Biotechnology; (9) Regulation and Patents; and (10) Federal Government. (JRH)

ED 402 153 SE 058 898

Cwiklinski, Ann And Others

Books To Help Teachers Achieve Science Literacy. ERIC Digest.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SE-96-6

Pub Date—1996-09-00

Contract—RI93002013

Note—4p.

Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080.

Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Books, Educational Change, Educational Resources, Elementary Secondary Education, *Mathematics Education, Science and Society, *Science Education, Science History, *Scientific Literacy, *Technology Education

Identifiers—ERIC Digests, *Reform Efforts

Many teachers accept science literacy as an important goal for K-12 education; however, those without a strong background in science, mathematics, and technology may be unsure of how to teach important ideas from these fields to their students. As part of its comprehensive effort to reform K-12 education, Project 2061 of the American Association for the Advancement of Science (AAAS) has begun to address this problem by developing a database of trade books on topics central to science literacy. The database is designed to help teachers better understand a specific set of learning goals for their students by linking directly to recommendations in Science for All Americans (SFAA), a report that includes a set of recommendations about what scientifically literate citizens should know and be able to do. This digest describes the database and lists trade books identified as providing reliable information on ideas central to scientific literacy. The books are grouped according to the chapters in SFAA to which they correspond: (1) The Nature of Science; (2) The Nature of Mathematics; (3) The Nature of Technology; (4) The Physical Setting; (5) The Living Environment; (6) The Human Organism; (7) Human Society; (8) The Designed World; (9) The Mathematical World; (10) Historical Perspectives; (11) Common Themes; and (12) Habits of the Mind. Internet resources are also included. (JRH)

ED 402 154 SE 058 899

Landis, Carol

Teaching Science in the Field. ERIC Digest.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SE-96-07

Pub Date—1996-09-00

Contract—RI93002013

Note—4p.

Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080.

Pub Type— Information Analyses (070) — ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Environmental Education, Hands on Science, *Inquiry, Interdisciplinary Approach, *Investigations, *Outdoor Education, Sex Differences

Identifiers—ERIC Digests

Teaching science in the field provides unique opportunities to investigate the natural world. As in the classroom, lessons designed to foster meaningful learning, provide hands-on activities, and promote student inquiry can be effectively implemented in the world's largest laboratories, the natural and built environments of the outdoors. This digest discusses a variety of settings, locales, and experiences that can be used for science investigations in the field and highlights various aspects and issues involved. Topics discussed include: (1) Using Urban Environments; (2) A Variety of Experiences; (3) Subject Integration; (4) Overcoming Gender Bias; and (5) Planning for Success. Also included are internet resources. Contains 42 references. (JRH)

ED 402 155 SE 058 901

Haury, David L.

Alternatives To Animal Dissection in School Science Classes. ERIC Digest.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SE-96-08

Pub Date—1996-09-00

Contract—RI93002013

Note—4p.

Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080.

Pub Type— Information Analyses (070) — ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Animals, *Biology, Controversial Issues (Course Content), Educational Resources, Educational Strategies, Elementary Secondary Education, Internet

Identifiers—*Dissection, ERIC Digests

Until recently, one of the most expected and accepted experiences among students in biology classrooms of the United States has been the dissection of vertebrate animals, from frogs and mice to cats and fetal pigs. However, resistance to animal dissection has grown during the past decade with concerns ranging from inhumane treatment of animals by the supply industry and the depletion of natural populations of affected species to concerns about the emotional responses of students. This digest discusses and provides resources on various aspects of animal dissection in school science classes including alternatives to dissection and responding to conscientious objections. Also included are World Wide Web resources and a list of organizations. Contains 21 references. (JRH)

ED 402 156 SE 058 913

Close, Denise And Others

National Standards and Benchmarks in Science Education: A Primer. ERIC Digest.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SE-96-09

Pub Date—1996-09-00

Contract—RI93002013

Note—4p.

Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080.

Pub Type— ERIC Publications (071) — Opinion Papers (120) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Benchmarking, *Educational Change, Educational Strategies, Elementary Secondary Education, Professional Development, *Science Curriculum, Scientific Literacy, Standards

Identifiers—ERIC Digests, National Science Education Standards, *Reform Efforts

This digest highlights the key features of the science education reform movement as it relates to curricula and classroom practices. The ideas presented here have been gleaned from the National Science Education Standards and the Benchmarks for Science Literacy, both of which elaborate ideas emerging from Project 2061 and other efforts that have focused on the science knowledge and skills literate citizens should possess. Topics discussed include what the Benchmarks and Standards are, and what they are not, goals and purposes of Standards and Benchmarks, the real agenda behind these projects, comparing the guidelines of Benchmarks and Standards regarding science content, the influence of Benchmarks and Standards on state and district curricula and individual teachers, measuring progress towards achieving Benchmarks and Standards, and professional development issues addressed by the Benchmarks and Standards. Selected Internet resources are also included. (JRH)

ED 402 157 SE 058 990

Haury, David L. Milbourne, Linda A.

Mathematics Education Resources on the World Wide Web. ERIC Digest.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SE-96-10

Pub Date—1996-09-00

Contract—RI93002013

Note—4p.

Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080.

Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Uses in Education, *Educational Resources, Elementary Secondary Education, *Internet, *Mathematics Education, *World Wide Web

Identifiers—ERIC Digests

Among the Internet's many resources is the World Wide Web, a global network of information servers provided by individuals, organizations, businesses, and federal agencies who are offering documents, data, images, and interactive sessions. For teachers, students, and parents this means access to information not in textbooks or the local library, fast-breaking news, ideas for lessons and activities, and collaboration with others on projects of mutual interest. This digest provides an annotated listing of Web resources relating to mathematics education. Though not an exhaustive list of what is available, these sites represent a range of resources and are excellent places to begin a journey through the web of interconnected sites. The list is organized by the following categories: (1) Comprehensive Sites; (2) Organizations and Centers; (3) For Parents and Children; (4) Lessons, Activities, and Resources; (5) Interactive Sites and Collaborative Projects; (6) Interesting and Unique Sites; and (7) Directories. (JRH)

ED 402 158 SE 058 991

Milbourne, Linda A. Haury, David L.

Environmental Education Resources on the World Wide Web. ERIC Digest.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH.

Spons Agency—Office of Educational Research

and Improvement (ED), Washington, DC
Report No. —EDO-SE-96-11
Pub Date—1996-09-00
Contract—RI93002013
Note—4p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080
Pub Type— ERIC Publications (071) — Reference Materials - Bibliographies (131) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Resources, Elementary Secondary Education, *Environmental Education, *Internet, *World Wide Web
Identifiers—ERIC Digests

Among the Internet's many resources is the World Wide Web, a global network of information servers provided by individuals, organizations, businesses, and federal agencies who are offering documents, data, images, and interactive sessions. For teachers, students, and parents this means access to information not in textbooks or the local library, fast-breaking news, ideas for lessons and activities, and collaboration with others on projects of mutual interest. This digest provides an annotated listing of Web resources relating to environmental education. Though not an exhaustive list of what is available, these sites represent a range of resources and are excellent places to begin a journey through the web of interconnected sites. The list is organized by the following categories: (1) Comprehensive Sites; (2) Special Interest Sites; (3) For Parents and Kids; (4) For Teachers and Classrooms; and (5) Directories. (JRH)

ED 405 195 SE 059 760
What Can I Teach My Young Child about the Environment?
ACCESS ERIC, Rockville, MD
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Report No. —NLE-97-2525
Pub Date—1997-00-00
Contract—RK95188001
Note—6p.; Based on a 1996 ERIC Digest, "Starting Early: Environmental Education during the Early Childhood Years," written by Ruth A. Wilson, for the ERIC Clearinghouse for Science, Mathematics, and Environmental Education, see ED 402 147.
Available from—Access ERIC, 1600 Research Blvd., #5F, Rockville, MD 20850-3172.
Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Education, *Environmental Education, Learning Activities, *Outdoor Activities, Parent Child Relationship, *Parent Education, *Preschool Education

This brochure provides information about environmental education for parents of young children by discussing a rationale for early awareness of our relationship to the environment. Also included is a discussion of the importance of the development of positive attitudes and feelings toward the natural environment. In order to encourage parents to begin environmental discussions and activities with their children, five recommendations are made. The recommendations are to begin with simple experiences, provide frequent positive experiences outdoors, focus on experiencing rather than teaching, demonstrate a personal interest in and enjoyment of the natural world, and model caring and respect for the natural world. Contains 10 references. (DDR)

ED 406 137 SE 055 264
Davenport, Linda Ruiz
Promoting Interest in Mathematical Careers among Girls and Women. The Mathematics Outlook.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Pub Date—1994-10-00
Contract—RR93002013
Note—6p.
Available from—ERIC/CSMEE, 1929 Kenny Road, Columbus, OH 43210-1080.
Pub Type— ERIC Publications (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Choice, Educational Opportunities, Elementary Secondary Education, Higher Education, *Mathematics Achievement, *Mathematics Curriculum, Mathematics Instruction, Nontraditional Occupations, *Sex Differences, *Womens Education

The under-representation of females in mathematical careers persists despite the fact that in recent years, gender differences in mathematics achievement and participation in mathematics coursework at the high school level have virtually disappeared. This bulletin presents research findings and discusses gender differences in mathematics coursework, mathematics achievement, and choice of careers; reasons for female under-participation in mathematics; how to encourage females toward mathematics-related careers; and new questions and directions. Contains 43 references. (MKR)

SO

ED 401 222 SO 027 216
Patrick, John J., Ed. Pinhey, Laura A., Ed.
Resources on Civic Education for Democracy: International Perspectives. Yearbook No. 1.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; Adjunct ERIC Clearinghouse for International Civic Education, Bloomington, IN.
Spons Agency—Center for Civic Education, Calabasas, CA.; Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1996-00-00
Contract—RR93002014
Note—154p.
Available from—Adjunct ERIC Clearinghouse for International Civic Education, Indiana University, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408-2698, phone: (800) 266-3815; fax: (812) 855-0455.
Pub Type— Reference Materials - Bibliographies (131) — Guides - Non-Classroom (055) — ERIC Publications (071)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Annotated Bibliographies, *Citizenship, *Citizenship Education, *Civics, *Democracy, Democratic Values, Elementary Secondary Education, Foreign Countries, Global Approach, Higher Education, Law Related Education, Social Studies, World Affairs
Identifiers—CIVITAS, ERIC, ERIC Digests

This resource guide is intended to facilitate cooperation and exchange of knowledge among civic educators around the world. Divided into four parts, part 1 is a civic education paper, "Principles of Democracy for the Education of Citizens" (John J. Patrick), that discusses facets of the idea of democracy and their relationships to civic education. Part 2 is "An Annotated Bibliography on Civic Education from the ERIC Database" with items selected from 1990 until July 1996 that reflect various projects in the United States and other parts of the world, diverse pedagogical practices, and different levels of education from the primary levels to secondary levels to post-secondary levels. Part 3 includes 15 ERIC Digests on topics in civic education that have been published from 1988-1996. Part 4 is "An International Directory of Civic Education Leaders and Programs" that includes names, addresses, and telephone numbers of prominent persons, projects, and organizations involved in civic education from many countries and various regions around the world. The Appendix contains: (1) the CIVITAS brochure; (2) a sample ERIC document resume; (3) a sample ERIC journal article resume; (4) a call for ERIC documents on civic education; (5) an announcement for the ERIC Clearinghouse for Social Studies/Social Science Education book, "Building Civic Education for Democracy in Poland" (Richard C. Remy; Jacek Strzemieczny); and (6) "Civic Education on the Internet: An Introduction to CIVNET." (JEH)

ED 401 223 SO 027 217
Bernson, Mary Hammond, Ed. Wojtan, Linda S., Ed.
Teaching about Japan: Lessons and Resources.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; Adjunct ERIC Clearinghouse for United States-Japan Studies, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1996-00-00
Contract—RR93002014
Note—163p.
Available from—Social Studies Development Center, 2805 East 10th Street, Suite 120, Bloomington IN 47408-2698; (800) 266-3815.
Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Area Studies, *Asian Studies, Elementary Secondary Education, Foreign Countries, *Foreign Culture, *Global Education, *Japanese, Multicultural Education, Resource Materials, Social Studies, *Teacher Developed Materials, Teaching Guides
Identifiers—*Japan

This document is a revised and updated version of two publications: "Modern Japan: An Idea Book for K-12 Teachers" and "Resources for Teaching About Japan." These lesson plans were developed by teachers who participated in a summer institute on Japan, sponsored by the East Asia Resource Center at the Jackson School of International Studies, University of Washington. Part 1 of this volume, "Lessons and Ideas for Teaching About Japan," consists of 39 lesson plans dealing with a variety of topics concerning Japan and its culture, such as Japanese games, songs, art, artifacts, geography, language, literature, and education. In many cases, these lesson plans are accompanied by teacher background information and reproducible handouts and worksheets. They illustrate the ways in which outstanding teachers weave information about Japan into classes across the curriculum, bringing a crucial comparative perspective to subjects that might otherwise be taught with content solely referring to the United States. All of the lessons are self-contained or based on readily available resources, usable by teachers who have not necessarily had first-hand Japan experience. Part 2, "Resources for Teaching About Japan," is designed to address the need for creative curriculum materials, innovative pedagogy, and challenging professional development. This section reflects an attempt to provide a list of organizations that work specifically with K-12 teachers, understand their needs, respect their challenges, and design meaningful materials. This section is intended to foster mutual understanding and to enhance the lessons contained in Part 1. The following categories comprise the listed resources: (1) Outreach Programs that are often part of a Title VI funded East Asian Studies program and programs connected to museums and educational organizations; (2) Related Organizations that may not focus on Japan specifically, but provide services and materials helpful to those teaching about Japanese culture; (3) Audio-Visual Materials; (4) Japanese Embassy and Consulates General directories; (5) Japan External Trade Organization (JETRO) whose offices provide technical assistance as well as print and audio-visual resources; (6) Japan National Tourist Organization (JNTO) which provides brochures, maps, posters, and free-loan films; (7) Japanese Chambers of Commerce in the United States which often provide speakers and sponsor study trips to Japan for teachers; (8) Exchange programs for teachers and students; (9) Japan-America Societies founded to enhance understanding between the two cultures, offering programs, special events, sources and materials useful to educators; (10) Sister Cities/Sister States lists; (11) Language instruction sources providing assistance for teachers; (12) Publishers, Distributors, and Newsletters containing materials useful to K-12 classrooms; and (13) Funding. Part 3, "ERIC Resources for Teaching About Japan," consists of a selective bibliography of resources for teaching about Japan. Part 4, "National Clearinghouse for United States-Japan Studies and Electronic Resources," introduces the National Clearinghouse on United States-Japan Studies services and publications and lists numerous useful electronic resources. (MLJ)

ED 406 265 SO 026 939

Leming, Robert S.

We the People...The Citizen and the Constitution. ERIC Digests.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Center for Civic Education, Calabasas, CA.; Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ED0-SO-96-4

Pub Date—1996-07-00

Contract—RR93002014

Note—4p.

Available from—Social Studies Development Center, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408-2698.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Citizenship, *Citizenship Education, Constitutional History, Constitutional Law, Democracy, Democratic Values, Elementary Secondary Education, Social Studies

Identifiers—*Bill of Rights, Congress, ERIC Digests, *United States Constitution

"We the People...The Citizen and the Constitution" is a national civic education program that aims to help elementary and secondary students understand the history and principles of constitutional government. The program focuses on the U.S. Constitution and Bill of Rights and fosters civic competence and responsibility among students in public and private schools. The "We the People..." curriculum, written in consultation with leading U.S. scholars and educators, was developed by the Center for Civic Education and is funded presently by the U.S. Department of Education through an act of Congress. Students demonstrate their mastery of the course content two ways: (1) in a written assessment, and (2) in a simulated congressional hearing in which the entire class participates. In the hearings, groups of three to six students serve as expert witnesses appearing before a panel of community members acting as congressional committee members. High school classes may participate in congressional district, state, and national-level competitions. The winning class from each state represents its state at the annual national finals held in Washington, D.C. Cited research studies validate the educational effects of the "We the People..." program. Information is provided about how to learn more about "We the People..." and how to obtain program materials. Contains 12 references. (LAP)

ED 406 301 SO 027 364

Johnson, Marcia L.; Johnson, Jeffrey R.

Daily Life in Japanese High Schools. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SO-96-7

Pub Date—1996-10-00

Contract—RR93002014

Note—4p.

Available from—Social Studies Development Center, 2805 East 10th Street, Suite 120, Bloomington, IN 47408-2698; phone: (800) 266-3815.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Area Studies, Asian Studies, *Comparative Education, Educational Environment, *Educational Experience, Foreign Countries, *Foreign Culture, *Global Education, *High Schools, Role of Education, *School Role, Secondary Education, Social Studies

Identifiers—ERIC Digests, *Japan, Jukus

This ERIC Digest asserts that the Japanese education system is one of the most influential agents molding Japanese youth. This influence is especially great due to the large amount of time students spend in schools. Six topics examine aspects of daily high school life: (1) Getting to School; (2) At School; (3) Extracurricular Activities; (4) "Cram Schools"; (5) Entrance Examinations; and (6) Free Time. "Getting to School" emphasizes the way school policies regulate student behavior on the way to and from school, illustrating the schools' limitless responsibility for students, regardless of their location. "At School" explains the importance and organization of the homeroom, lunch activities, school attendance, course selection, and school cleaning and how these activities are conducted to foster responsibility and collectivism. "Extracurricular Activities" examines the types of clubs students participate in and the way that relationships formed in these clubs lay the foundations for future relationships in society. "Cram Schools" characterizes the different types of after school "cram schools" where approximately 60% of Japanese high school students go for supplemental lessons, and describes their role in an overall educational system designed to prepare students for school entrance examinations. "Entrance Examinations" lists the subjects tested and describes the supreme role these examinations play in determining future careers and opportunities. "Free Time" illustrates the way Japanese students spend their time outside of school, including the amount of time devoted to homework, relaxing, and socializing. (Contains seven references.) (MLJ)

ED 410 176 SO 028 401

Patrick, John J.

Global Trends in Civic Education for Democracy. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SO-97-1

Pub Date—1997-01-00

Contract—RR93002014

Note—4p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Citizenship Education, *Civics, Communism, *Democracy, Democratic Values, *Educational Change, Educational Development, *Educational Trends, Foreign Countries, Higher Education, Political Science, Theory Practice Relationship, World Affairs

Identifiers—ERIC Digests

During the 1990s, there has been an unprecedented global dissemination of information about the theory and practice of democracy and civic education for democracy. This digest identifies nine trends having broad potential for influencing civic education in the constitutional democracies of the world: (1) conceptualization of civic education in terms of three interrelated components (civic knowledge, skills, and virtues); (2) systematic teaching of core concepts; (3) analysis of case studies; (4) development of decision-making skills; (5) comparative and international analysis of government and citizenship; (6) development of participatory skills and civic virtues through cooperative learning activities; (7) use of literature to teach civic virtues; (8) active learning of civic knowledge, skills, and virtues; (9) conjoining of content and process in teaching and learning of civic knowledge, skills, and virtues. (CB)

ED 410 177 SO 028 402

Patrick, John J.

Teaching about Democratic Constitutionalism. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SO-97-2

Pub Date—1997-02-00

Contract—RR93002014

Note—4p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Citizenship Education, *Civics, Communism, Comparative Analysis, Concept Formation, *Democracy, Democratic Values, Educational Change, Educational Development, Foreign Countries, Higher Education, Political Science, Secondary Education, Teaching Methods, Theory Practice Relationship, World Affairs

Identifiers—*Constitutions, ERIC Digests

There are more than 100 democracies in the world today. All but three of them—Great Britain, Israel, and New Zealand —have written constitutions. This digest examines the importance of constitutions and constitutionalism and the teaching of these concepts through the use of comparisons. The primary objectives of civic education for democratic citizenship are to acquire knowledge of constitutionalism, to use this knowledge to think and act effectively about issues of governance; and to become committed to the maintenance and improvement of constitutionalism within one's polity. In order to compare written constitutions and constitutionalism in different countries, common attributes are reviewed. Six possible attributes are: (1) the structure of government; (2) the distribution of powers among executive, legislative, and judicial branches; (3) the limitations on powers of the branches of government; (4) the guarantees of human rights; (5) the procedures for electing, appointing, and replacing government officials; and (6) the methods of constitutional amendment or change. (CB)

ED 410 178 SO 028 403

Hamot, Gregory E.

Civic Education in the Czech Republic: Curriculum Reform for Democratic Citizenship. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SO-97-5

Pub Date—1997-04-00

Contract—RR93002014

Note—4p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Citizenship Education, *Civics, *Communism, *Curriculum Development, Curriculum Evaluation, *Democracy, Democratic Values, *Educational Change, Educational Development, Educational Objectives, Foreign Countries, Higher Education, Political Science, Secondary Education, Student Educational Objectives, Theory Practice Relationship, World Affairs

Identifiers—*Czech Republic, Eastern European Studies, ERIC Digests

Many cooperative civic education projects among U.S. and Central/Eastern European educators have emerged since the end of Communist Party Rule in the former Czechoslovakia. This digest describes a collaborative curriculum development project, Civic Education for the Czech Republic (CECR). The objective of CECR is to revise the existing social studies curricular framework for the third form of secondary schools (ages 17 and 18) by taking particular aim at the overarching objectives for civic education reform started in

1989. The project seeks to develop sample lessons and a teacher's manual that realize this objective and to present suggestions for additional teaching methods. Other CECR components included: (1) an intensive Curriculum Development Workshop held at the University of Iowa and attended by Czech teachers and pedagogical faculty, U.S. curriculum development and civic education specialists, and Iowa secondary social studies teachers; (2) an international Partnership Program; and (3) an evaluation of the final product by Czech and U.S. experts in civic education and curriculum design. (CB)

ED 410 179 SO 028 404
Patrick, John J.
The Framework for the National Assessment of Educational Progress in Civics. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-97-8
Pub Date—1997-05-00
Contract—RR93002014
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Standards, Citizenship Education, *Civics, Curriculum Development, Democracy, Democratic Values, *Educational Objectives, Elementary Secondary Education, Instructional Development, Political Science, Theory Practice Relationship, *United States Government (Course)
Identifiers—ERIC Digests, *National Assessment of Educational Progress

This digest briefly summarizes the contents of the "Civics Framework for the 1998 National Assessment of Educational Progress" in terms of the Framework's development and components including civic knowledge, civic skills, and civic dispositions. The framework may be used to inform and guide curriculum development projects in civics and government for elementary and secondary schools. The National Assessment of Educational Progress (NAEP), a survey mandated by the U.S. Congress, collects and reports information about student achievement in academic subjects such as mathematics, science, reading, writing, history, geography, and civics. The NAEP is a broad indicator of how much and how well students are learning core subjects of the school curriculum. The next National Assessment of Educational Progress in civics and government will be administered in 1998. (CB)

ED 410 180 SO 028 525
Matthews, Jonathan C.
Computers and Art Education. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-97-3
Pub Date—1997-03-00
Contract—RR93002014
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Art Activities, *Art Education, Computer Assisted Instruction, *Computer Graphics, *Computer Uses in Education, Creative Expression, *Educational Media, Elementary Secondary Education, Graphic Arts, *Instructional Innovation, Instructional Materials, Internet, Visual Arts
Identifiers—ERIC Digests

A traditional dichotomy has always existed between the quantitative origins of computers and the subjective and expressive nature of art. Computer technology, however, has become simultaneously more sophisticated in its application and more simplified in its use. Computers can now serve as viable and productive components of an art education curriculum. In this digest, nine reasons for integrating computers into the art education classroom are identified and articulated: (1) Ease of use—current models come complete with pre-installed software; (2) Versatility—laser printing has advanced to the level that creating images without formal instruction is relatively simple; (3) Relevance—artists have always worked in the latest media; (4) Interest—interest in computers is so ubiquitous that it may attract students who have previously evinced little interest in the discipline; (5) Status—computers come with their own cache of technology and progress that may help bolster support for the art program; (6) Collaboration and Professional Development—establishment of a computer laboratory could result in greater peer interaction and integration of the arts curriculum throughout the school; (7) Art Education and the Internet—the World Wide Web provides access to thousands of Internet sites that can assist professional development; (8) A Creative Tool—computer art applications make it possible to do things that are possible in no other medium; (9) An Experimental Medium—computers are unrivaled as a tool for two-dimensional visual experimentation; and (10) Key to Commercial Employment—virtually all commercial art is now done on computers. A 10-item bibliography of references and resources within the ERIC system is included. (MJP)

SP

ED 400 259 SP 036 995
Abdal-Haqq, Ismat
Making Time for Teacher Professional Development. ERIC Digest.
ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-95-4
Pub Date—1996-10-00
Contract—RR93002015
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cooperation, *Educational Change, *Educational Improvement, Elementary Secondary Education, *Professional Development, School Culture, School Restructuring, *School Schedules, Staff Development, Teacher Role, *Time Factors (Learning)
Identifiers—ERIC Digests, *Teacher Development

In recent years, professional development for public school educators has come to be seen as a key component of school improvement plans, particularly large-scale systemic change programs. This Digest outlines what research and best practice suggest about effective professional development for elementary and secondary teachers working in restructured, learner-centered schools. It considers the implications of traditional school scheduling patterns for implementing effective professional development and shares some approaches that various schools and districts have taken to finding time for teacher development activities. An effective professional development program provides adequate time for teachers to acquire, practice, and reflect on new concepts and skills, as well as time to collaborate and interact with peers. In traditional school schedules, sufficient time for this kind of teacher activity is not normally integrated into the school day. Schools and school districts have devised several approaches and strategies to making time for teacher development available during school hours. Restructuring the school day or school year, as well as other approaches to incorporating teacher development into regular school schedules, may provoke opposition from parents, financial managers, and community interests. (IAH)

ED 401 272 SP 037 026
Merseth, Katherine K.
Cases, Case Methods, and the Professional Development of Educators. ERIC Digest.
ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-95-5
Pub Date—1994-11-00
Contract—RR93002015
Note—4p.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Case Studies, Elementary Secondary Education, Higher Education, *Preservice Teacher Education, Reflective Teaching, *Research Needs, Teacher Educators, *Teaching Methods
Identifiers—*Case Method (Teaching Technique), ERIC Digests

Long used in the professional fields of business and law, cases and case methods of teaching represent a relatively new and promising approach in the education of teachers. This digest, organized into two sections, presents definitions of cases and case methods, explores the purposes of using case studies, and suggests avenues for further research into the effectiveness of using cases in teacher education. Cases are descriptive research documents, often presented in narrative form, that are based on real-life situations or events. Case methods may include large and small group discussions, role playing, written analysis, or team-based discussions. In teacher education, case purpose falls into three categories: cases as exemplars; cases as opportunities to practice analysis, the assimilation of differing perspectives, and contemplation of action; and cases as stimulants to personal reflection. To develop greater knowledge about cases and case methods, it is suggested that the teacher education community: (1) assess more fully the use of cases and develop a deeper understanding of the effects of variations in use; (2) be clear about intended outcomes; (3) focus on the influence of case-based instruction on teacher and student performance in classrooms; (4) examine the differences berween video, written, and a combination of video and written cases in hypermedia format; (5) explore variations in method; and (6) examine the role and practice of the instructor. (LL)

ED 403 264 SP 037 124
Skripak, Danielle; Summerfield, Liane
HIV/AIDS Education in Teacher Preparation Programs. ERIC Digest.
ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-95-6
Pub Date—1996-12-00
Contract—RR93002015
Note—4p.
Available from—ERIC Clearinghouse on Teaching and Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036-1186.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Acquired Immune Deficiency Syndrome, Education Courses, Elementary Secondary Education, *Health Education, *Health Promotion, Higher Education, *Knowledge Base for Teaching, *Preservice Teacher Education, Program Descriptions, Resource Materials, Teacher Educators
Identifiers—ERIC Digests, *Sexually Transmitted Diseases

Experts agree that prevention through education is the best way to fight the transmission of Human Immunodeficiency Virus (HIV), which causes Acquired Immune Deficiency (AIDS). However, the capacity of teachers to provide instruction about AIDS and other related health problems with knowledge and comfort may be limited by a lack of preservice education. This Digest highlights: (1) the extent of preservice HIV/AIDS education; (2)

the need for comprehensive preservice HIV/AIDS education; (3) current efforts to include HIV/AIDS prevention education in preservice teacher education; and (4) HIV/AIDS resources for preservice teachers and teacher educators. The first section cites several studies that suggest a lack of HIV-specific training in preservice teacher education. Section two lists six factors related to HIV/AIDS that make preservice preparation critical. The third section provides examples of current efforts to incorporate HIV/AIDS prevention education into preservice teacher education programs. In addition to the resources for preservice teachers and teacher educators cited in the fourth section, information is provided on projects sponsored by the Centers for Disease Prevention and Control that are being conducted by the American Association for Health Education and the American Association of Colleges for Teacher Education. (Contains 14 references.) (LL)

ED 406 361 SP 037 254

Young, Judith C.

National Standards for Physical Education. ERIC Digest.

ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SP-96-1

Pub Date—1997-03-00

Contract—RR93002015

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum, Elementary Secondary Education, Health Promotion, Higher Education, *National Standards, *Physical Education, Preservice Teacher Education, Program Design, *Student Educational Objectives

Identifiers—ERIC Digests, Healthy People 2000, *National Physical Education Standards

Quality physical education programs taught by well-trained physical education specialists are an integral part of the total education of a child. This Digest describes the history and development of national standards for physical education by the National Association for Sport and Physical Education (NASPE). In 1995, NASPE published a general description of content standards by grade level and a variety of techniques appropriate for assessing student achievement. The National Standards for Physical Education indicate that a physically educated student: (1) demonstrates competency in many movement forms and proficiency in a few; (2) applies involvement concepts and principles to the learning and development of motor skills; (3) exhibits a physically active lifestyle; (4) achieves and maintains a health-enhancing level of physical fitness; (5) demonstrates responsible personal and social behavior in physical activity settings; (6) demonstrates understanding and respect for differences among people in physical activity settings; and (7) understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction. To achieve these standards a quality physical education program focuses on health-related fitness and behavioral competencies and motor skills needed for lifelong engagement in healthy and satisfying physical activity. Implications for instruction and program support are indicated. (Contains 14 references.) (LL)

ED 406 362 SP 037 255

Genzuk, Michael

Diversifying the Teaching Force: Preparing Paraeducators as Teachers. ERIC Digest.

ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC

Report No.—EDO-SP-96-2

Pub Date—1997-04-00

Contract—RR93002015

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Alternative Teacher Certification, Cultural Pluralism, Elementary Secondary Education, Financial Support, Higher Education, *Minority Group Teachers, *Nontraditional Education, *Paraprofessional School Personnel, Social Attitudes, Teacher Education Programs, *Teacher Recruitment, *Teaching (Occupation), Teaching Conditions

Identifiers—ERIC Digests

Paraeducators are school employees whose responsibilities are either instructional in nature or who deliver other services to students. Large numbers of paraeducators have expressed a desire to become professional teachers. Because many paraeducators, perhaps the majority, are from minority groups, they would expand the pool of potential teachers from underrepresented groups. Well-designed paraeducator-to-teacher programs foster stronger school/university collaboration, improved induction into teaching, and graduated assumption of teaching roles as knowledge and skills are refined. Data indicate four primary obstacles that, if mediated, may facilitate successful pathways for paraeducators attempting to attain teacher certification. These obstacles and suggested mediations are: (1) financial support—access to grants, scholarships, and other financial aid; (2) social factors—provision of programs and events for sensitizing the paraeducator's entire support community to the academic and social pressures the paraeducator may encounter; (3) academic obstacles—enrichment such as counseling, mentoring, tutoring, and extended programs for promising candidates who need expanded academic time frameworks; and (4) external pressures and stresses—school-site assisted performance (improved working conditions at the school site including salary, benefits, and job security, and a nurturing, supportive environment). (Contains 13 references.) (LL)

ED 408 277 SP 037 373

Sanders, Jo

Teacher Education and Gender Equity. ERIC Digest.

ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SP-96-3

Pub Date—1997-05-00

Contract—RR93002015

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Environment, Elementary Secondary Education, Higher Education, *Inservice Teacher Education, *Preservice Teacher Education, *Sex Bias, *Sex Fairness, Teacher Education Curriculum, Teacher Educators, *Teacher Expectations of Students, Textbook Bias

Identifiers—ERIC Digests, *Gender Issues

To ensure that future generations of girls as well as boys fulfill their potential without restriction, it is important that gender equity be taught in teacher education programs as a matter of course. Gender equity is defined as the set of behaviors and knowledge that permits educators to recognize inequality in educational opportunities, to carry out specific interventions that constitute equal educational treatment, and to ensure equal educational outcomes. Gender inequity is manifested by: (1) notions that males excel in mathematics, science, and technology and that females excel in the arts; (2) attributional theory wherein gender-biased attitudes become a self-fulfilling prophecy; (3) curriculum materials biased in language, content, and/or illustrations; (4) unfriendly classroom climate and harassment; and (5) administrative modeling (administration department tends to be more male). While gender equity has received considerable attention in K-12 education, it has received considerably less attention in teacher education. Efforts are being made to improve the situation: institutes, state projects, and at least one teacher education program are promoting it; materials are being developed; professional publications are beginning to cover gender equity issues; professional meetings are devoting some time to it, and individual teacher educators are starting to become concerned about it. (Contains 14 references.) (LL)

ED 409 316 SP 037 461

Bosworth, Kris

Drug Abuse Prevention: School-based Strategies That Work. ERIC Digest.

ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SP-96-4

Pub Date—1997-07-00

Contract—RR93002015

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Community Role, *Curriculum Design, *Drug Abuse, *Drug Education, *Educational Strategies, Health Promotion, Higher Education, Preservice Teacher Education, *Prevention, School Role, Secondary Education, *Teacher Role

Identifiers—ERIC Digests

This Digest discusses the role of the school, the community, and teacher preparation programs in alcohol, tobacco, and other drugs (ATOD) prevention among adolescents. It proposes that a comprehensive drug abuse prevention curriculum should incorporate: (1) normative education to help students realize that use of ATOD is not the norm for teenagers; (2) social skills improvement; (3) recognition of external pressures e.g., advertising, role models, peer attitudes, the risks and the short and long term consequences of ATOD use; (5) the development of positive aspects of life such as helping, caring, and goal setting; and (6) ways to refuse ATOD effectively and still maintain friendships. Curriculum delivery also has a critical influence on curriculum effectiveness. Some recommended methods are: interactive techniques rather than lectures or other forms of one-way communication; videos and multimedia software set in real world environments; adult role models; and integration of prevention messages into general curricula. Coordination of prevention messages and activities with other institutions in a youth's life is essential. Schools need to be actively involved in coordinating community-wide activities. Preservice teacher education curriculum content should include on adolescent ATOD use. (Contains 11 references) (LL)

ED 409 317 SP 037 495

Ripley, Suzanne

Collaboration between General and Special Education Teachers. ERIC Digest.

ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SP-96-5

Pub Date—1997-07-00

Contract—RR93002015

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary School Teachers, Elementary Secondary Education, Higher Education, *Inclusive Schools, Mainstreaming, Preservice Teacher Education, *Regular and Special Education Relationship, Secondary School Teachers, Special Education Teachers,

Staff Development, *Teacher Collaboration, Teacher Responsibility, *Teacher Role
Identifiers—ERIC Digests

This Digest explores facets of collaboration between general and special education teachers that are different from earlier models. Inclusion of students with disabilities into the same class has brought about teams of general education and special education teachers working collaboratively or cooperatively to combine their professional knowledge, perspectives, and skills. Regular and special education teachers share goals, decisions, classroom instruction, responsibility for students, assessment of student learning, problem solving, and classroom management in the same classroom. The primary responsibility of general education teachers is to instruct students in curricula dictated by the school system; the primary responsibility of special education teachers is to provide instruction by adapting and developing materials to match the learning styles, strengths, and special needs of each of their students. Successful collaboration involves time, support, resources, monitoring, and persistence. Planning for effective cooperation should take place at the district, building, and classroom levels. In addition, education on collaborative skills, teaching techniques, subject area(s), disability, individualization, and accommodation should be incorporated into all teacher preparation and professional development programs. (Contains seven references) (LL)

TM

ED 404 378 TM 026 486
Loulou, Diane
How To Study for and Take College Tests.
ACCESS ERIC, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—NLE-97-2527
Pub Date—1997-00-00
Contract—RK95188001
Note—6p.; Brochure based on the 1995 ERIC Digest "Making the A: How To Study for Tests" written by Diane Loulou for the ERIC Clearinghouse on Assessment and Evaluation.
Pub Type— Guides - Classroom - Learner (051) — ERIC Publications (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Students, *Essay Tests, Higher Education, *Objective Tests, Review (Reexamination), *Study Habits, Study Skills, Test Anxiety, Test Format, Test Length, *Test Wiseness, *Testing Problems, Timed Tests

This brochure offers a plan to help college students study for tests. It explains how to prepare for a test and reviews techniques for taking multiple choice, essay, and other types of examinations. Organization, planning, and time management are essential for becoming a successful student. Regular reviews are the key to reducing test anxiety and taking tests successfully. Frequent review is very important. Creating review tools such as flashcards, chapter outlines, and summaries will help the student organize and remember material. Another useful tool is a study checklist. For some subjects, study groups are an effective tool. On exam day the student should arrive early and get organized. Paying attention to the directions, scanning the entire test, and estimating the time needed for each question are useful preliminaries. Specific tips are given for multiple choice, true-false, open-book, short-answer, and essay tests. The most important thing to remember about studying for tests is that by studying, the student ensures better learning of the material covered. The ERIC Clearinghouse on Assessment and Evaluation and seven print sources are listed for further information about taking tests. (SLD)

ED 410 226 TM 026 059
Brualdi, Amy C.
Multiple Intelligences: Gardner's Theory. ERIC Digest.
ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-96-01
Pub Date—1996-09-00
Contract—RR93002002
Note—4p.
Available from—ERIC Clearinghouse on Assessment and Evaluation, 210 O'Boyle Hall, The Catholic University of America, Washington, DC 20064; toll free telephone: 800-464-3742.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Biology, *Cognitive Style, Culture, *Educational Assessment, *Intelligence, Intelligence Tests, Interpersonal Relationship, Kinesthetic Perception, Linguistics, Mathematical Aptitude, Music, Performance Based Assessment, Problem Solving, Spatial Ability, *Teaching Methods, *Theories
Identifiers—Alternative Assessment, ERIC Digests, *Gardner (Howard), *Multiple Intelligences

This digest discusses the origins of Howard Gardner's Theory of Multiple Intelligences, his definition of intelligence, the incorporation of the theory into the classroom, and its role in alternative assessment practices. Gardner defines intelligence as the "capacity to solve problems or to fashion products that are valued in one or more cultural setting" (1989). Using biological and cultural research, he developed a list of the following intelligences: (1) logical-mathematical intelligence; (2) linguistic intelligence; (3) spatial intelligence; (4) musical intelligence; (5) bodily-kinesthetic intelligence; (6) interpersonal intelligence; and (7) intrapersonal intelligence. Gardner asserts that the intelligences seldom operate independently; they are used concurrently and complement each other. Accepting the theory of multiple intelligences has several implications for classroom teachers. Teachers should think of all intelligences as equally important and should structure material in a way that engages most or all of the intelligences. Although it is not practical to accommodate every lesson to all of the learning styles found within one classroom, teachers should show students how to use their more developed intelligences to assist in understanding subjects that use their weaker intelligences. Supporters of Gardner's theory argue that alternative assessment methods that allow students to explain material in their own ways allow more students to participate successfully in classroom learning. (Contains nine references.) (SLD)

ED 410 227 TM 026 060
Stansfield, Charles W.
Content Assessment in the Native Language. ERIC Digest.
ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-96-02
Pub Date—1996-09-00
Contract—RR93002002
Note—4p.
Available from—ERIC Clearinghouse on Assessment and Evaluation, 210 O'Boyle Hall, The Catholic University of America, Washington, DC 20064; toll-free telephone: 800-464-3742.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Achievement Tests, Feedback, Graduation Requirements, Language Minorities, *Limited English Speaking, Literacy, Responses, *Second Language Learning, *Test Content, Test Wiseness, *Testing Problems
Identifiers—ERIC Digests, *Native Language Assessment, *Subject Content Knowledge

Failure to include nonnative English speaking students in a testing program, something that is especially important in a state where a high school graduation test is administered, can cost students the opportunity to practice for the test, as well as the opportunity for diagnosis of educational attainment and feedback about their progress. For some students, the solution to these problems lies in assessment in the student's native language. Content assessment in the native language, otherwise known as native language assessment, provides a measure of what students know and a gauge of their native language literacy development. Before a test is administered, teachers, counselors, and program administrators should review each student's need for special accommodations. Test accommodations, which can include reading instructions in the student's native language, response accommodations, and accommodations in setting or facilities, can help students demonstrate what they actually know, although caution must be observed in using interpreters or in using test translations, since either of these approaches can yield misleading results. Native language assessment is an option that provides a way to incorporate more students into assessment programs. (Contains three references.) (SLD)

ED 410 228 TM 026 061
Ackerman, Phillip L.
Adult Intelligence. ERIC Digest.
ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-96-03
Pub Date—1996-09-00
Contract—RR93002002
Note—4p.
Available from—ERIC Clearinghouse on Assessment and Evaluation, 210 O'Boyle Hall, The Catholic University of America, Washington, DC 20064; toll free telephone: 800-464-3742.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Achievement, *Adults, Definitions, Individual Differences, Intelligence, *Intelligence Tests, Knowledge Level, Prediction, *Prior Learning, Problem Solving, Psychological Testing, *Test Construction, Test Use
Identifiers—ERIC Digests

With few exceptions, the development of adult intelligence assessment instruments has proceeded along the lines of the Binet-Simon tests for children, stressing psychological assessment over the evaluation of what an individual knows. These tests, developed over 90 years ago, were quite effective in predicting school success, but were much less predictive of success in postacademic and occupational domains. Several lines of research have converged on a redefinition of adult intelligence that places a greater emphasis on content (knowledge) over process. The problems an adult is asked to solve almost always draw on accumulated knowledge and skills. For an adult, intellect is better conceptualized by the tasks a person can accomplish and the skills he or she has developed. Research has made it clear that current methods of assessing the intellectual performance of adults are inadequate. The challenge for researchers in the future will be to develop batteries of tests that can be used to assess different sources of intellectual knowledge for different individuals. (Contains 12 references.) (SLD)

ED 410 229 TM 026 073
Roeber, Edward D.
Guidelines for the Development and Management of Performance Assessments. ERIC Digest.
ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-96-04
Pub Date—1996-09-00
Contract—RR93002002
Note—4p.
Available from—ERIC Clearinghouse on Assessment and Evaluation, 210 O'Boyle Hall, The Catholic University of America, Washington,

DC 20064. toll free telephone: 800-464-3742.
Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Achievement Tests. Educational Assessment. *Educational Policy. Elementary Secondary Education. Field Tests. *Performance Based Assessment. *Scoring. *Test Construction. Test Use. *Testing Problems. Training
Identifiers—ERIC Digests. *Large Scale Assessment. Test Directors

These guidelines are provided to offer guidance to district and state policy makers and assessment directors concerning some issues of managing the development, administration, and use of performance assessments in large scale assessment programs. The term "performance assessment" is used for assessments that go beyond paper-and-pencil, group-administered assessments. Preassessment development activities must occur before assessment development can occur. Steps in preassessment include the development of the assessment framework, creation of the assessment plan, determination of assessment resources, and production of the assessment blueprint. After the blueprint has been created, it is time to formulate the assessment prompts. Once the exercises are written, they must be edited and tested with a student sample. After initial work on a scoring guide is completed, a panel of experts should review the exercises. Preparation for assessment administration is the next set of important activities. A key to the success of the assessment is the quality of the individuals chosen to conduct the assessment. Once assessment administrators are trained, the assessment should be field tested. The scoring process requires that a number of things be prearranged to make scoring flow smoothly. The various scores then need to be summarized and prepared for reporting. This guide illustrates that performance assessment is both feasible and manageable when taken step-by-step. (Contains four references.) (SLD)

ED 410 230 TM 026 236
Marzano, Robert J.
Eight Questions about Implementing Standards-Based Education. ERIC/AE Digest Series.
ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-96-05
Pub Date—1996-11-00
Contract—RR93002002
Note—4p.
Available from—ERIC Clearinghouse on Assessment and Evaluation, 210 O'Boyle Hall, The Catholic University of America, Washington, DC 20064; toll free telephone: 800-464-3742.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement. Accountability. *Benchmarking. *Educational Assessment. Elementary Secondary Education. School Districts. *Standards. Student Evaluation. *Teaching Methods. *Test Use
Identifiers—ERIC Digests. Standard Setting

This digest presents eight questions that pertain to how standards-based education affects classroom instruction and assessment at the local level. Various options and recommendations are provided to help education officials determine the practical concerns of standards-based education. The following questions are explored: (1) where will the education community get the standards; (2) who will set them; (3) that types of standards should be included; (4) in what format will these standards be written; (5) at what levels will benchmarks for the standards be written; (6) how should the benchmarks and standards be assessed; (7) how will student progress be reported; and (8) for what things will students be held accountable? The establishment of educational standards can have a great impact on local school systems if questions like these are addressed. (Contains three references.) (SLD)

ED 410 231 TM 026 237
Helberg, Clay
Pitfalls of Data Analysis. ERIC/AE Digest.
ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-96-06
Pub Date—1996-11-00
Contract—RR93002002
Note—4p.
Available from—ERIC Clearinghouse on Assessment and Evaluation, 210 O'Boyle Hall, The Catholic University of America, Washington, DC 20064; toll free telephone: 800-464-3742.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Causal Models. Comparative Analysis. *Data Analysis. *Error of Measurement. Research Design. Research Methodology. *Research Problems. Sampling. *Statistical Bias. Statistical Significance. *Statistics. Test Results. *Validity
Identifiers—*Accuracy. ERIC Digests

Abuses and misuses of statistics are frequent. This digest attempts to warn against these in three broad classes of pitfalls: sources of bias, errors of methodology, and misinterpretation of results. Sources of bias are conditions or circumstances that affect the external validity of statistical results. In order for a researcher to make legitimate conclusions about the specified population, two characteristics must be present in the sample: representative sampling and valid statistical assumptions. There are number of ways that statistical techniques can be applied incorrectly, and these errors in methodology can lead to invalid or inaccurate results. Three of the most common are designing experiments with insufficient statistical power, ignoring measurement error, and performing multiple comparisons. There are also a number of problems that can arise in the context of substantive interpretation. These problems usually involve determining the significance of findings, avoiding confusion between precision and accuracy, and unraveling the causal relationships among variables. Paying attention to these sources of difficulty can allow the presentation of information in the clearest way possible. (Contains six references.) (SLD)

ED 410 232 TM 026 238
Daniel, Larry G.
Kerlinger's Research Myths. ERIC/AE Digest Series.
ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-96-07
Pub Date—1996-11-00
Contract—RR93002002
Note—4p.
Available from—ERIC Clearinghouse on Assessment and Evaluation, 210 O'Boyle Hall, The Catholic University of America, Washington, DC 20064; toll free telephone: 800-464-3742.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Research. Research Design. Research Methodology. *Research Problems. Research Utilization. *Social Science Research. *Statistical Analysis. *Test Construction
Identifiers—ERIC Digests. *Kerlinger (Fred N)

Fred N. Kerlinger has been hailed as having contributed to the transformation of the way that behavioral scientists and educators read research reports, design and execute research, and draw conclusions about research. In 1960 he introduced the notion that educational research is fraught with mythology. Three of the research myths that he described were: "methods," "practicality," and "statistics." The methods myth is centered about the misperception that research design is synonymous with research methodology. In correct practice, researchers should be more concerned with determining the methods of observation, measurement, and analysis that will help in developing and testing theory. The practicality myth is characterized by a preoccupation with the usefulness (payoff) when designing, conducting, or evaluating research. The actual objective of educational research is the advancement of theory. The statistics myth, although not precisely defined by Kerlinger, appears to relate to a fundamental disregard for statistics as an informational and methodological tool and a failure to understand that research design and statistical analysis are intimately related. Thoughtful researchers must move beyond these myths to conduct appropriate research and interpret it correctly. (Contains 16 references.) (SLD)

ED 410 233 TM 026 239
Frary, Robert B.
Hints for Designing Effective Questionnaires. ERIC/AE Digest.
ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-96-08
Pub Date—1996-11-00
Contract—RR93002002
Note—4p.
Available from—ERIC Clearinghouse on Assessment and Evaluation, 210 O'Boyle Hall, The Catholic University of America, Washington, DC 20064; toll free telephone: 800-464-3742
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Research. *Questionnaires. *Research Design. Research Methodology. Responses. Scaling. *Test Construction. Test Format
Identifiers—ERIC Digests. Open Ended Questions

This digest offers tips on designing questionnaires and on avoiding common design errors. The following useful suggestions are offered: (1) keep the questionnaire brief and concise; (2) get feedback on the initial list of questions developed; (3) locate personal or confidential questions at the end of the questionnaire; (4) put categories in order; (5) consider combining categories; (6) ask responders to rate both positive and negative stimuli; (7) choose appropriate response category language and logic; (8) avoid open-ended questions; (9) avoid the response option "other"; (10) avoid category proliferation; (11) avoid scale point proliferation; (12) avoid responses at the scale mid-point and neutral responses; and (13) avoid asking responders to rank responses. Carefully evaluating every question and its response choices will yield more meaningful information. (Contains four references.) (SLD)

ED 410 239 TM 026 935
Davey, Lynn
The Case for a National Testing System. ERIC Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-92-1
Pub Date—1992-04-00
Contract—R88062003
Note—4p.
Available from—ERIC Clearinghouse on Assessment and Evaluation, 210 O'Boyle Hall, The Catholic University of America, Washington, DC 20064; toll free telephone: 800-464-3742.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement. Accountability. Achievement Tests. Comparative Analysis. *Educational Assessment. Elementary Secondary Education. *National Competency Tests. National Curriculum. *Performance Based Assessment. School Effectiveness. *Standards. *Test Use
Identifiers—ERIC Digests

A new national assessment system could lay a solid foundation for improving schools by monitoring the effectiveness of schools and teachers and student progress toward national goals. A sound national assessment system would: (1) allow valid comparisons between schools, districts, and states; (2) provide sound data on achievement, not just aptitude; (3) prod schools to focus on important performance-based outcomes; and (4) yield results for every important level of the educational system. A carefully designed national examination system can do all this without requiring a national curriculum, while increasing incentives for all students to achieve. Achievement tests should measure what we think is most important for students to learn. Tests are our primary source of information about educational achievement. Reliable information about achievement is needed so that schools can be held accountable for students' performance. Any proposed national examination must be part of a broader plan that integrates objectives, standards, teaching, assessment, and accountability for results. (Contains four references.) (SLD)

ED 410 316 TM 027 825

Bond, Linda A.

Norm- and Criterion-Referenced Testing. ERIC/AE Digest.

ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-96-09
Pub Date—1996-12-00
Contract—RR93002002
Note—4p.
Available from—ERIC Clearinghouse on Assessment and Evaluation, 210 O'Boyle Hall, The Catholic University of America, Washington, DC 20064; toll free telephone: 800-464-3742.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Achievement Tests, *Criterion Referenced Tests, Elementary Secondary Education, National Norms, *Norm Referenced Tests, Selection, *Standardized Tests, *State Programs, Test Content, Test Norms, *Test Use, Testing Programs
Identifiers—ERIC Digests

Tests can be categorized into two major groups: norm-referenced tests (NRTs) and criterion-referenced tests (CRTs). NRTs are designed to highlight achievement differences between and among students to produce a dependable rank order of students across a continuum of achievement from high achievers to low achievers. With NRTs, a representative group of students is given a test before it is made available to the public. The scores of students who take the test after publication are then compared to those of the norm group. CRTs determine what test takers know and can do, not how they compare to others. They report how well students are doing relative to a predetermined performance level on a specified set of educational goals and outcomes. Both NRTs and CRTs can be standardized. Test content is an important factor in choosing between NRTs and CRTs. The content of the NRT is selected according to how well it ranks students, while the content of a CRT is determined by how well it matches the learning outcomes considered most important. It is easier to ensure the match to expected skills with a CRT. In 1994, 31 states administered NRTs and 33 states administered CRTs. Of these states, 22 administered both types of test. Before a state can choose the type of standardized test to use, state education officials will have to consider three criteria: (1) whether the assessment strategies of a test match the state's goals; (2) the content the state wishes to assess; and (3) the kinds of interpretations state officials want to make about student performance. (Contains six references.) (SLD)

ED 410 317 TM 027 827

Rudner, Lawrence M.

Early Childhood Program Research and Evaluation. ERIC/AE Digest.

ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-96-10
Pub Date—1996-12-00
Contract—RR93002002
Note—4p.
Available from—ERIC Clearinghouse on Assessment and Evaluation, 210 O'Boyle Hall, The Catholic University of America, Washington, DC 20064; toll free telephone: 800-464-3742.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Development, Cognitive Development, *Early Childhood Education, *Educational Research, Effect Size, Evaluation Methods, Intelligence, Intelligence Tests, *Program Evaluation, Test Reliability, Test Validity, *Young Children
Identifiers—ERIC Digests

In educational research and evaluation, a sample of subjects usually received some type of programmatic treatment. Outcome scores for these students are then compared with outcome scores of a control or comparison group. M. Lewis and H. McGurk (1972) have pointed out that there are some implicit assumptions when this approach is applied to programs for infants and toddlers. These are: that infant intelligence is a general unitary capacity; that mental development can be enhanced by enriching the infant's experience in a few areas; and that infant scales can reflect the improvement that results from a specific enrichment experience. The contrasting view is that infants and toddlers undergo rapid, nonlinear growth and change along many lines of development. This digest examines these contrasting assumptions, first by examining the short-term and long-term consistency of test scores. Research has shown that test-retest reliability is extremely low for infants and increases moderately for toddlers, a finding that is consistent with the view of the child going through nonlinear growth. Classic studies of mental growth in infants and toddlers show inconsistent and unpredictable growth rates and demonstrate little predictive validity for early studies of mental growth. A close look at statistical implications suggests that it is not likely that the researcher or evaluator could find significant differences if they do exist. For these reasons, in lieu of control-comparison group testing, the use of case studies, the computation of effect sizes, and the examination of growth curves are suggested for evaluations of programs for infants and toddlers. (Contains 13 references.) (SLD)

ED 410 318 TM 027 830

Syrett, Kristen L.; Rudner, Lawrence M.

Authorship Ethics. ERIC/AE Digest.

ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-96-11
Pub Date—1996-12-00
Contract—RR93002002
Note—4p.
Available from—ERIC Clearinghouse on Assessment and Evaluation, 210 O'Boyle Hall, The Catholic University of America, Washington, DC 20064; toll free telephone: 800-464-3742.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Authors, *Conflict of Interest, *Educational Research, *Ethics, Research Methodology, Scholarly Journals, *Standards, *Writing for Publication
Identifiers—ERIC Digests

The key ethical standards for authorship of educational research are summarized, drawing on "Uniform Requirements for Manuscripts Submitted to Biomedical Journals" developed by the International Committee of Medical Journal Editors. Adopted by more than 500 scientific and biomedical journals, these standards are effective guidelines for educational publications. All persons listed as authors must have made a substantial intellectual contribution to the study and accept public responsibility for it, and be able to defend the contribution against academic challenge. Participation solely in the acquisition of funding or the collection of data does not merit authorship status. People who made a significant contribution to the work that did not justify authorship may be listed among the acknowledgments. Authors also have an obligation to use journal space wisely and efficiently, and to avoid redundant publication. While it is generally permissible for an author to submit a manuscript that has been presented at a conference, an author should not submit a paper that has been published previously. Because journals usually will not wish to publish separate articles by competing members of a research team, co-workers should consider submitting one manuscript containing multiple interpretations if they exist, and then calling the attention of the editors to the dispute. Conflict of interest for a given manuscript exists when a participant in the peer review and publication process has ties to activities that could influence judgment inappropriately. Financial relationships and their effects are less easily detected than other conflicts of interest, and authors should disclose these conflicts to their editors. An author should cite all publications that have been influential to the work, and should identify the sources of information quoted or offered. Explicit permission is needed for information obtained privately. (Contains 10 references.) (SLD)

UD

ED 401 350 UD 031 326

Schwartz, Wendy

A Guide to Creating a Parent Center in an Urban School.

ERIC Clearinghouse on Urban Education, New York, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1996-00-00
Contract—RR93002016
Note—5p.; Based on "Building a Successful Parent Center in an Urban School," ERIC/CUE Digest No. 90, ED 358 198.
Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Family Programs, *Integrated Services, *Outreach Programs, Parent Education, Parent Participation, Parent School Relationship, *Partnerships in Education, Program Development, *School Community Relationship, *Urban Schools
Identifiers—*Parent Child Centers

One way to involve parents in their children's education is to create a parent center in or near the school. In an informal setting, parents can meet other parents and their children's teachers to plan activities and exchange information. The center should be in an accessible location and open when parents are most likely to visit, such as early morning and evening. It should be attractive and safe, with information about the school and materials to help parents promote their children's learning. To start a parent center, it is first of all necessary to identify the needs and resources of the school's community. Because parents should be involved in the planning, contacting and involving families is essential. Setting priorities and recruiting staff follow closely. Parents should then choose activities based on their needs and wishes. Some of the most popular objectives for parent cenfers are parent outreach programs and children's programs. Parent-school activities also find a home at the parent center, where communication is facilitated and relations with school staff are promoted. (SLD)

ED 401 351 UD 031 327

Schwartz, Wendy

Preparing Middle School Students for a Career.

ERIC Clearinghouse on Urban Education, New York, NY.
Spons Agency—Office of Educational Research

and Improvement (ED). Washington. DC
Pub Date—1996-00-00
Contract—RR83002016
Note—5p.; Based on "Vocational Education in the Middle School." ERIC/CUE Digest No. 155, ED 377 314
Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Aspiration. Adolescents. Career Counseling. *Career Development. Career Education. Cooperative Learning. Criteria. *Curriculum Development. Educational Objectives. Evaluation Methods. Intermediate Grades. Junior High Schools. Middle Schools. School Choice. *Student Interests. Teaching Methods. *Vocational Education
Identifiers—*Middle School Students

This guide provides information about how middle schools can promote the development and education of adolescents, especially about how they can focus students' attention on career opportunities and training. It also offers families some ideas about how they can encourage their children's career awareness, and it presents some criteria for parents to consider when selecting a middle school or participating in the planning and functioning of the school their children attend. Many middle schools can help students plan for a career, even if they do not provide specific training for a vocation, by exploring interests, aptitudes, abilities and the broad scope of work. Assisting in the development of aspirations and goals and social skills and values helps in career preparation. Career planning can be integrated into the middle school curriculum through general themes in classes and through work-related skills development. Effective instructional strategies can include team teaching, exploratory programs, learning organized around key themes or concepts, and cooperative learning. Parents can encourage their children through open communication about their interests and abilities. (SLD)

ED 402 370 UD 031 386
Schwartz, Wendy
After-School Programs for Urban Youth. ERIC/CUE Digest No. 114.
ERIC Clearinghouse on Urban Education, New York, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-96-3; ISSN-0889-8049
Pub Date—1996-10-00
Contract—RR93002016
Note—4p.
Available from—ERIC Clearinghouse on Urban Education, Institute on Urban and Minority Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*After School Programs. Community Involvement. Elementary Secondary Education. *Enrichment Activities. Extended School Day. *Extracurricular Activities. Low Income Groups. Parent Participation. Poverty. *Program Development. *School Recreational Programs. Urban Schools. *Urban Youth
Identifiers—ERIC Digests

This digest describes the creation and operation of after school programs for poor urban students. Schools often sponsor such programs and find the advantages to be the credibility lent by the school, continuity of care, and easy access to resources. Some of the disadvantages to school sponsorship are higher personnel costs, the possibility of budget cuts, and the perception by students that the program is merely an extension of the school day. Many community and religious organizations also sponsor after school programs. The usual goals of these programs, which attempt to be fun, challenging, and comforting, are: (1) psychosocial development; (2) education; (3) recreation; and (4) career awareness. Considerations of student recruitment, parent participation, and community involvement must be factored into program planning. Effective recruitment and use of program staff and program evaluation are additional aspects program planners must consider. (Contains 10 references.) (SLD)

ED 402 398 UD 031 422
Schwartz, Wendy
Immigrants and Their Educational Attainment: Some Facts and Findings. ERIC Digest, Number 116.
ERIC Clearinghouse on Urban Education, New York, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-96-4; ISSN-0889-8049
Pub Date—1996-11-00
Contract—RR93002016
Note—3p.
Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Teachers College, Box 40, Columbia University, New York, NY 10027; telephone: 800-601-4868 (free).
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement. *Academic Aspiration. Adults. College Bound Students. Dropouts. *Educational Attainment. Educational Experience. Elementary Secondary Education. Enrollment. Ethnic Groups. *Immigrants. Immigration. Low Income Groups. *Minority Groups. Urban Schools
Identifiers—ERIC Digests

This digest reviews reports about the educational experience and expectations of recent immigrants to the United States to dispel some myths about the impact of immigrants on American society and to provide information to consider in attempts to increase the educational attainment of immigrants. In general, immigrant youth and parents have higher educational aspirations than do natives of the same racial or ethnic groups. About 5% of all students in 1990 were immigrants, and they were enrolled in school at about the same rates as the native born population. Immigrant youths are more likely to live in low-income homes and have parents with lower education, but they are as likely as natives to graduate from high school within 4 years of their sophomore year. Immigrant youths are more likely to plan to go to college, follow an academic track, and are more likely to enroll in postsecondary education. Adult immigrants are most likely to come to urban areas, and they earn about 8% of the nation's total income, an amount that equals the immigrant share of the total population. Annually, immigrants pay more in taxes than they receive in benefits such as education and public assistance. Immigrants cannot enter the United States legally without proving that they are self-sufficient and unlikely to need public assistance. (SLD)

ED 402 399 UD 031 423
Rivera-Batiz, Francisco
The Education of Immigrant Children in New York City. ERIC Digest, Number 117.
ERIC Clearinghouse on Urban Education, New York, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-96-5; ISSN-0889-8049
Pub Date—1996-11-00
Contract—RR93002016
Note—3p.; Based on research for the project "A New Immigrant Policy for a New New York," sponsored by the International Center for Migration, Ethnicity, and Citizenship of the New School for Social Research, New York City, NY.
Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Teachers College, Box 40, Columbia University, New York, NY 10027; telephone: 800-601-4868 (free).
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Bilingual Education. Dropouts. Educational Policy. *Elementary School Students. Elementary Secondary Education. Enrollment. Financial Support. Government Role. *Immigrants. *Limited English Speaking. *Secondary School Students. Socioeconomic Status. Student Characteristics. *Urban Schools. Urban Youth
Identifiers—Elementary Secondary Education Act Title I. Elementary Secondary Education Act Title VII. ERIC Digests. *New York City Board of Education

This digest presents an overview of the factors that influence the education of immigrant children in New York (New York), concentrating on students' needs, aspirations, and attainment, and the public policy directed at them. Massive numbers of immigrants have come to New York City, and it is estimated that about 320,000 immigrant children attended city schools in 1995-96. The number of limited English speaking children has risen sharply, and the lack of English language skills is a major stumbling block for many immigrant children. Low socioeconomic status is another reason many do not do well in school, since parental and financial support can be reduced. Recent immigrants are highly motivated to attend and succeed in school, but those who have been in the United States for a while tend to have higher dropout rates. Federal and state funding targeting immigrant children is limited, although immigrant children can benefit from programs under Titles VII and I of the Elementary and Secondary Education Improvement Act and its successors. New York has seven schools for immigrants, and more are planned. A shortage of qualified bilingual teachers in New York City continues to be a problem. (Contains 11 references.) (SLD)

ED 405 398 UD 031 328
Schwartz, Wendy
Hispanic Preschool Education: An Important Opportunity. ERIC/CUE Digest, Number 113.
ERIC Clearinghouse on Urban Education, New York, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-96-2; ISSN-0889-8049
Pub Date—1996-07-00
Contract—RR93002016
Note—6p.
Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (free).
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bilingual Education. *Cultural Awareness. *Hispanic Americans. Limited English Speaking. Literacy Education. Low Income Groups. *Multicultural Education. Outreach Programs. Parent Education. *Parent Participation. Poverty. *Preschool Education. *Social Services
Identifiers—ERIC Digests. Hispanic American Students

Hispanic parents have been slow to overcome their historical reluctance to turn their young children over to nonfamily members for care, but the educational boost preschool provides is particularly important for the one-quarter of Hispanic American families who are poor by Federal guidelines. This digest describes the strategies and programs specially designed to meet the early education needs of Hispanic children, and reviews efforts to recruit the children, involve their parents, provide parent education, and provide a range of social services. Persuasive and culturally sensitive recruitment strategies, especially if implemented in the parents' native language, are useful in bringing children to preschool programs of various types. Preschools that serve bilingual and multicultural students do well to draw on the children's native cultures and languages. Most early education programs emphasize literacy development, whether monolingual or bilingual. Regardless of other competencies, the teachers of nonnative English speaking children should be able to communicate in the children's home language and be sensitive to their cultural backgrounds. (Contains 24 references.) (SLD)

ED 407 445 UD 031 681

Schwartz, Wendy

Como Promover el Exito de las Ninas y las Minorias en las Ciencias y en las Matematicas. Para Padres/sobre Padres (How To Promote the Science and Mathematics Achievement of Females and Minorities. For Parents/about Parents).

ERIC Clearinghouse on Urban Education, New York, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1996-00-00

Contract—RR93002016

Note—5p.; For English version, see ED 396 013. Translated by Michele Montas.

Language—Spanish

Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Bilingual Education, *Course Selection (Students), Elementary Secondary Education, *Females, Helping Relationship, *Mathematics Achievement, *Minority Groups, Parent Role, Role Models, Science Education, Student Educational Objectives, Student Interests, Student Participation

Identifiers—Goal Setting

Some minority and female students traditionally have not been given the help they need to enroll and succeed in mathematics and science classes. Now, however, various approaches are available to give these students the extra attention they need. Parents can help children develop an interest in science and mathematics by: (1) identifying role models; (2) stressing the importance of high academic goals and insisting that students not put limits on themselves; (3) encouraging students to interact with teachers and participate actively in class; (4) demonstrating the usefulness of science and mathematics in daily living; (5) urging children to enroll in extracurricular science and mathematics programs; (6) helping children locate question-answering services for homework help; (7) finding tutors and programs to meet the child's needs; and (8) participating in science and mathematics learning activities. Parents should work with the school to make sure children learn advanced science, technology, and mathematics. Schools should be urged to provide this instruction in the children's native language to keep them from losing time as they learn English. (SLD)

ED 407 446 UD 031 682

Schwartz, Wendy

Guia para Evaluar y Ubicar a Estudiantes de Idiomas Minoritarios. Para Padres/sobre Padres (A Guide to Assessing and Placing Language Minority Students. For Parents/about Parents).

ERIC Clearinghouse on Urban Education, New York, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1996-00-00

Contract—RR93002016

Note—5p.; Based on "The Assessment and Placement of Language Minority Students," a digest published by the ERIC Clearinghouse on Urban Education. For English version, see ED 396 016. Translated by Michele Montas.

Language—Spanish

Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Educational Assessment, Educational Policy, Elementary Secondary Education, *English (Second Language), Evaluation Methods, Identification, *Language Minorities, Language Proficiency, *Limited English Speaking, *Parent Role, *Student Placement, Test Use

This guide helps parents understand how schools assess their child's English language ability and suggests ways for them to help schools place their children in the most useful language program. All districts must decide which students to test, and then how to test them. Some schools attempt to find out the English skills of all students, and others simply place them and wait until language problems appear. Others fall between the two approaches, automatically assessing students in some categories. The most common assessment method is some kind of formal testing, such as language proficiency examinations, overall achievement testing, or both. Unfortunately, many states test only the ability to speak English, including the states that use the Language Assessment scales. This instrument measures only a low level of language knowledge and does not determine the higher level needed for success in schools and employment. Parents can help the assessment process by: (1) providing schools with accurate information; (2) organizing centers for language minority students; and (3) requesting the use of several assessment methods. (SLD)

ED 407 447 UD 031 683

Schwartz, Wendy

Guia para la Ensenanza Combinada de Ingles y Ciencia. Para Padres/sobre Padres. (A Guide to Teaching English and Science Together. For Parents/about Parents).

ERIC Clearinghouse on Urban Education, New York, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1996-00-00

Contract—RR93002016

Note—5p.; Based on "Teaching Science Effectively to Limited English Proficient Students," a digest published by the ERIC Clearinghouse on Urban Education. For English version, see ED 396 007. Translated by Michele Montas.

Language—Spanish

Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Uses in Education, Cultural Awareness, Elementary Secondary Education, *English (Second Language), Group Instruction, Integrated Activities, *Interdisciplinary Approach, *Limited English Speaking, *Mathematics Instruction, *Parent Role, Preschool Education, *Science Instruction, Teaching Methods

In the past, students who knew only a little English (called limited English proficient, or LEP), were usually taught only low-level science and mathematics. Now, new science and mathematics teaching methods can help LEP students get a good education in both fields. This guide will help parents know if their children are learning as much as possible. A preschool curriculum should make connections between the children's present lives and the lives of their ancestors and should draw on experience with plants and animals and nutrition and health instruction. Elementary and high school science lets students see and feel the meaning of the words instead of just hearing descriptions. Science taught to LEP students should be the same as that taught to others, and examples from the students' cultures should be used to make science learning easier. Use of common themes and cultural awareness can make improving English an accompaniment to science instruction. Group work, the application of mathematics, and the use of computers can all help an integrated program that teaches students science, mathematics, and English together. (SLD)

ED 407 448 UD 031 684

Schwartz, Wendy

A Guide To Choosing an After-School Program. For Parents/about Parents.

ERIC Clearinghouse on Urban Education, New York, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1996-00-00

Contract—RR93002016

Note—5p.; Based on "After-School Programs for Urban Youth," a digest published by the ERIC Clearinghouse on Urban Education.

Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027; 800-601-4868; fax: 212-678-4012.

Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*After School Programs, Elementary Secondary Education, *Enrichment Activities, Extracurricular Activities, Parent Participation, *Program Effectiveness, *School Age Day Care, School Recreational Programs, *Selection, Self Esteem, Urban Schools, *Urban Youth

It is important for children to have a safe way to spend time after school and to have the opportunity to bolster the education they receive during class with extra learning activities. This guide provides information about after-school programs so that parents can choose the best one for their children. There are good after-school programs in most urban communities. Excellent programs can be run by schools or community organizations. Program staff usually actively recruit families, but parents should ask agencies and people in the community about all the local programs and they should check them carefully before enrolling students. The best programs offer comprehensive activities that foster the self-worth of each child, help children develop skills, provide homework and study help and opportunities, and provide other opportunities such as sports participation or career information. A parent should look for responsible and caring staff, a safe and clean environment, exciting and challenging activities, and other aspects of a well-run and enjoyable program. Parent involvement in after- school programs is important, and good programs will encourage parents to participate. (SLD)

ED 408 371 UD 031 714

Schwartz, Wendy

Smoking Prevention Strategies for Urban and Minority Youth. ERIC/CUE Digest, Number 120.

ERIC Clearinghouse on Urban Education, New York, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-97-1; ISSN-0889-8049

Pub Date—1997-03-00

Contract—RR93002016

Note—4p.

Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, *Health Education, Minority Groups, *Prevention, Program Descriptions, *Program Development, *Smoking, Tobacco, *Urban Youth

Identifiers—ERIC Digests

Urban areas are the sites of many smoking prevention strategies targeting special populations. This digest provides an overview of these initiatives. Adolescents smoke for the same reasons that they use alcohol and other drugs. Personal factors that contribute to risk are enhanced by tobacco company advertising that makes smoking seem attractive. Several essential components of tobacco prevention education have been identified. They include emphasis of the facts that: (1) smoking is not personally or socially desirable; (2) it takes away the smoker's free choice; (3) it is not an adult habit nor an effective act of rebellion; (4) smoking destroys good health; and (5) most teenagers do not smoke and it is acceptable to refuse to smoke. Anti-tobacco education is best begun at an early age, as some examples of programs demonstrate. Suggestions are offered for schools, the community, and the family to help prevent the beginning of smoking by adolescents. Although cigarette smoking has been decreasing, there is some evidence that youth are getting caught up in the cigar smoking fad and that smoking promotions on the Internet are having an influence. Anti-smoking initiatives must be maintained and updated. (Contains 12 references.) (SLD)

ED 410 321 UD 031 385
Schwartz, Wendy
An Overview of Strategies To Reduce School Violence. ERIC/CUE Digest No. 115.
ERIC Clearinghouse on Urban Education, New York, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-UD-96-4; ISSN-0889-8049
Pub Date—1996-10-00
Contract—RR93002016
Note—6p.
Available from—ERIC Clearinghouse on Urban Education, Institute on Urban and Minority Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behavior Patterns, Community Involvement, Early Intervention, Educational Policy, Educational Practices, Elementary Secondary Education, Prevention, Program Development, Program Effectiveness, Public Policy, *School Safety, *Violence
Identifiers—ERIC Digests

This digest reviews a variety of the policies, programs, and practices to prevent youth violence so that local leaders can base decisions on the experience of other communities. The effectiveness of school violence prevention initiatives is increased by public policies that reinforce their message and by community programs that attempt to prevent or relieve youth violence. Antiviolence policies and programs in the schools run the gamut from general educational improvement to interventions that target specific types of illegal or antisocial behavior. The most effective, whether for overall school improvement or school safety policies, are directed by a clearly defined administrative entity and have line-item budgetary status. Prevention strategies, which may include student monitoring and other security measures, are among the most commonly used approaches. Antiviolence and antigang strategies that involve instruction in conflict management are among the most effective programs. The components of successful programs vary, but the most effective rely on accurate assessment of the problem, use of community resources, early intervention, consistent enforcement, and persistence. (Contains 18 references.) (SLD)

ED 410 322 UD 031 586
Schwartz, Wendy
How Well Are Charter Schools Serving Urban and Minority Students? ERIC/CUE Digest, Number 119.
ERIC Clearinghouse on Urban Education, New York, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-UD-96-7; ISSN-0889-8049
Pub Date—1996-11-00
Contract—RR93002016
Note—6p.
Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Accountability, *Charter Schools, Disadvantaged Youth, Educational Change, *Educational Finance, Educational Quality, Elementary Secondary Education, *Equal Education, Institutional Autonomy, Minority Groups, Nontraditional Education, School Restructuring, Teacher Supply and Demand, *Urban Education, Urban Youth
Identifiers—ERIC Digests

Charter schools are created and managed by an entity composed of parents and/ or teachers, community and/or business leaders, nonprofit organizations, and for-profit businesses. Many people believe that charter schools can provide a high quality education without the regulatory constraints of the conventional public schools. This digest reviews many reports on the approximately 350 charter schools in the United States to show the various ways that charters approach funding, curriculum and instruction, assessment and accountability, parent involvement, and staffing. It focuses on the ability of charter schools to serve urban students. Many charter schools have been granted unprecedented freedom to implement their plans for a higher quality and more equitable educational system, and they have also tapped into funding sources previously unavailable to educators. Critics of charter schools are of the opinion that the freedom will not result in educational improvement, and that the lack of accountability may mean that a school's ineptitude will go unrecognized. It is too soon to evaluate the performance of students in charters, but it is apparent that charters are attracting urban students, in part because of their location. However, they are not attracting the most vulnerable and disadvantaged students. They are attracting dedicated and talented teachers but may not be able to offer them wages comparable to those of the public schools. Whether charter schools can provide a more effective public education remains to be seen, but their presence is at least serving to dramatize the need for educational improvement and increased community and business involvement and financial support. (Contains nine references.) (SLD)

ED 410 323 UD 031 797
Schwartz, Wendy
Strategies for Identifying the Talents of Diverse Students. ERIC/CUE Digest, Number 122.
ERIC Clearinghouse on Urban Education, New York, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-UD-97-3; ISSN-0889-8049
Pub Date—1997-05-00
Contract—RR93002016
Note—4p.
Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (free).
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Ability Identification, Cognitive Style, Cultural Awareness, *Cultural Differences, *Diversity (Student), *Early Identification, Elementary Education, *Evaluation Methods, *Gifted, Minority Groups, Outreach Programs, School Role, Talent, *Talent Identification, Teacher Role, Urban Youth
Identifiers—ERIC Digests

To reduce the possibility that children who do not fit stereotypical profiles of gifted children will be passed over, identifying students from diverse backgrounds for talent should be a multipronged effort. Outreach is especially important in areas when parents may be absorbed in meeting their family's immediate needs. To facilitate identification at school, teacher training programs now provide education about cultural and talent diversity among gifted students and about the ways learning style differences can mask evidence of special talents. The children themselves, and the adults in their lives, may not even be aware of their talents, but schools can use the following methods of identifying giftedness to make sure that students receive fair consideration: (1) standardized tests; (2) observation; (3) self-identification through biographical inventories; and (4) portfolios. Identifying the special talents of students from diverse backgrounds is just the first step toward helping them achieve their full potential. (Contains 12 references.) (SLD)

ED 410 367 UD 031 861
Trueba, Enrique T. Bartolome, Lilia I.
The Education of Latino Students: Is School Reform Enough? ERIC/CUE Digest, Number 123.
ERIC Clearinghouse on Urban Education, New York, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-UD-97-4; ISSN-0889-8049
Pub Date—1997-07-00
Contract—RR93002016
Note—6p.
Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Cultural Awareness, Cultural Differences, Elementary Secondary Education, *Hispanic Americans, *Low Achievement, Social Change, *Social Influences, Teacher Education, Teaching Methods
Identifiers—Cognitive Deficit Theory, Cultural Deficit Theory, ERIC Digests, Hispanic American Students, Language Deficit Theory, *Latinos

This digest provides a critique of the various educational strategies that have been used with Latino students and suggests alternatives that may be more successful. Many educators acknowledge that the reasons for the historic academic underachievement of Latino students could be inappropriate cognitive, cultural, and linguistic teaching methods. However, they do not see that their own methods or tools cause students' problems. Instead, they claim that it is the students who have "special" needs. This "deficit" view of Latino students, also known as a cultural deprivation model, has had a severe negative influence on the education of Latino students. Many educators believe that the schools reinforce the existing social power relations among cultural groups. For success in teaching Latino children, educators must move beyond assumptions about the apolitical nature of education to a critical assessment of learning environments in their political contexts. New approaches to Latino student education should begin with teacher education that promotes cultural sensitivity and the active engagement of children from diverse backgrounds. Teachers can support social change in the classroom in a number of ways. In particular, teachers must learn to count Latino experiences and cultural capital as strengths. Respect for all is the cornerstone of effective education for all. (Contains 55 references.) (SLD)

ED 410 368 UD 031 876
Calderon, Margarita
Staff Development in Multilingual Multicultural Schools. ERIC/CUE Digest 124.
ERIC Clearinghouse on Urban Education, New York, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-UD-97-5; ISSN-0889-8049
Pub Date—1997-07-00
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Note—6p.
Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Teachers College, Box 40, Columbia University, New York, NY 10027; phone: 800-601-4868 (free).
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Bilingual Education, Cultural Awareness, Educational Change, Elementary Secondary Education, Ethnography, *Inservice Teacher Education, Knowledge Base for Teaching, Language Minorities, *Multicultural Education, *Multilingualism, *Staff Development, Teaching Methods, Team Teaching
Identifiers—ERIC Digests

This digest presents recommendations for a staff development program for a multilingual multicultural teaching staff that has been tested and shown to be effective. Effective instruction in bilingual and multicultural schools requires that teachers combine a sophisticated knowledge of subject matter with a wide repertoire of teaching strategies and state-of-the-art knowledge about learning theory, cognition, pedagogy, curriculum, technology, assessment, and programs that work. Researchers at the Center for Research on the Education of Students Placed at Risk have gained insight into ways of bringing instruction, cultural relevance, and equitable power relations into a staff development program. The Teachers' Learning Communities (TLC) program that the Center has developed is based on the belief that all teachers can participate successfully in educational reform. At TLC sessions teachers meet for general group activities that review teaching techniques and educational theory and they participate in ethnographic activities that consider the following: (1) overall student learning; (2) bilingual instruction; (3) instruction in language minority schools; (4) individual teacher practices; (5) team teaching; and (6) relationships among teachers. Having the TLC structure in place at the school site gives teachers opportunities for meaningful peer coaching and for collaborative reflection that empowers teachers and promotes student achievement. (Contains 17 references.) (SLD)

ED 410 369 UD 031 886

Weiler, Jeanne

Career Development for African American and Latina Females. ERIC/CUE Digest, Number 125.

ERIC Clearinghouse on Urban Education, New York, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-97-6; ISSN-0889-8049

Pub Date—1997-08-00

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Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, Adolescents, *Blacks, Career Counseling, *Career Development, Career Education, Cooperation, Disadvantaged Youth, Equal Education, *Females, *Hispanic Americans, Racial Discrimination, Sex Fairness, *Urban Youth

Identifiers—African Americans, ERIC Digests, Latinas

Low-income African American and Latina adolescent females need extensive support for developing and implementing career plans. This digest discusses ways schools and other institutions can provide an education that furthers career development. Interventions that have been shown to be effective with disadvantaged African American and Latina female students are: (1) school-based initiatives; (2) collaborations between institutions; (3) providing access to career information; (4) ensuring gender equality in occupational information; (5) finding ways to cope with racism, sexism, and discrimination; and (6) providing role models and mentors. Programmatic changes in schools and counseling departments, along with creative collaborations among schools and other institutions in urban areas are needed to meet the career development needs of African American and Latina girls. Organized efforts should be combined with personal encouragement and support from family, teachers, and community members. (Contains 17 references.) (SLD)

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ED 407 185 (PS)

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Successful Faculty Development and Evaluation: The Complete Teaching Portfolio. ASHE-ERIC Higher Education Report No. 8, 1995.
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ED 406 849 (FL)

One-Stop Career Centers. Trends and Issues Alerts.
ED 398 439 (CE)

Ongoing Dilemmas of School Size: A Short Story. ERIC Digest.
ED 401 089 (RC)

The Online Classroom: Teaching with the Internet. 2nd Edition.
ED 400 577 (CS)

An Overview of Strategies To Reduce School Violence. ERIC/CUE Digest No. 115.
ED 410 321 (UD)

Parent and Community Involvement in Rural Schools. ERIC Digest.
ED 408 143 (RC)

Parent Participation in Middle School Language Arts. ERIC Digest.
ED 399 564 (CS)

PeiYang HaiZi De FuYuan NengLi (Fostering Resilience in Children). ERIC Digest.
ED 407 189 (PS)

Perspectives on Rural Child Care. ERIC Digest.
ED 403 102 (RC)

Phonemic Awareness: An Important Early Step in Learning To Read. ERIC Digest.
ED 400 530 (CS)

Pitfalls of Data Analysis. ERIC/AE Digest.
ED 410 231 (TM)

Planning, Implementing, and Evaluating Workplace ESL Programs. PAIE Q & A.
ED 406 866 (FL)

Postmodernism and Adult Education. Trends and Issues Alerts.
ED 404 549 (CE)

Preparing Middle School Students for a Career.
ED 401 351 (UD)

Presidents and Trustees in Partnership: New Roles and Leadership Challenges. New Directions for Community College, Number 98.
ED 409 937 (JC)

Preventing and Resolving Parent-Teacher Differences. ERIC Digest.
ED 401 048 (PS)

Privatization in Education.
ED 406 741 (EA)

Proficiency Plus: The Next Step. ERIC Digest.
ED 402 789 (FL)

Profiles in Two-Way Immersion Education. Language in Education: Theory and Practice 89.
ED 407 858 (FL)

The Project Approach Catalog.
ED 402 068 (PS)

Promoting Interest in Mathematical Careers among Girls and Women. The Mathematics Outlook.
ED 406 137 (SE)

Promoting Secondary School Transitions for Immigrant Adolescents. ERIC Digest.
ED 402 786 (FL)

Public Library Services for Home Schooling. ERIC Digest.
ED 402 936 (IR)

Quality Improvement Awards and Vocational Education Assessment. ERIC Digest No. 182.
ED 407 574 (CE)

Research in Counseling and Therapy.
ED 404 611 (CG)

Resources on Civic Education for Democracy: International Perspectives. Yearbook No. 1.
ED 401 222 (SO)

Rethinking Portfolio Assessment: Documenting the Intellectual Work of Learners in Science and Mathematics.
ED 400 169 (SE)

Risk Communication in the Cultural Studies Composition Classroom. ERIC Digest.
ED 399 569 (CS)

Roadmap to Restructuring: Charting the Course of Change in American Education. Second Edition.
ED 409 603 (EA)

The Role of Mentoring in Career Education. Trends and Issues Alerts.
ED 399 403 (CE)

RuHe DuiDai WanMei ZhuYi De XueSheng (Working with Perfectionist Students). ERIC Digest.
ED 407 187 (PS)

RuHe ZhiDao HaiZi GuanKan DianShi (Guidelines for Family Television Viewing). ERIC Digest.
ED 407 191 (PS)

Safe Schools, Safe Students. Proceedings of the National Education Goals Panel/National Alliance of Pupil Services Organizations Conference on "Safe Schools, Safe Students: A Collaborative Approach to Achieving Safe, Disciplined, and Drug-free Schools Conducive to Learning" (Washington, D.C., October 28-29, 1994).
ED 398 521 (CG)

School Leadership: Handbook for Excellence. Third Edition.
ED 401 596 (EA)

The School Librarian's Role in the Electronic Age. ERIC Digest.
ED 402 928 (IR)

School-to-Work Systems: The Role of Community Colleges in Preparing Students and Facilitating Transitions. New Directions for Community Colleges, Number 97.
ED 405 940 (JC)

School-to-Work Transition.
ED 400 788 (IR)

Schools as Communities. ERIC Digest, Number 111.
ED 405 641 (EA)

Shared Decision Making.
ED 406 744 (EA)

SheJi HuoDong JiaoFa (The Project Approach). ERIC Digest.
ED 407 188 (PS)

Six Questions Educators Should Ask before Choosing a Handwriting Program. ERIC Digest.
ED 409 589 (CS)

Skill Standards: Job Analysis Profiles Are Just the Beginning. Trends and Issues Alerts.
ED 404 548 (CE)

Smoking Prevention Strategies for Urban and Minority Youth. ERIC/CUE Digest, Number 120.
ED 408 371 (UD)

Staff Development in Multilingual Multicultural Schools. ERIC/CUE Digest 124.
ED 410 368 (UD)

Starting Early: Environmental Education during the Early Childhood Years. ERIC Digest.
ED 402 147 (SE)

Strategies for Identifying the Talents of Diverse Students. ERIC/CUE Digest, Number 122.
ED 410 323 (UD)

The Strategies of a Leader. ERIC Digest, Number 105.
ED 406 718 (EA)

Student-Led Conferences at the Middle Level. ERIC Digest.
ED 407 171 (PS)

Studying with the Computer. ERIC Digest.
ED 409 585 (CS)

Successful Faculty Development and Evaluation: The Complete Teaching Portfolio. ASHE-ERIC Higher Education Report No. 8, 1995.
ED 405 760 (HE)

Successful Faculty Development and Evaluation: The Complete Teaching Portfolio. ERIC Digest.
ED 405 759 (HE)

Survey of Major Issues and Trends Relevant to the Management of Elementary and Secondary Education. Trends & Issues, Number 8.
ED 406 716 (EA)

Sustainable Small Schools: A Handbook for Rural Communities.
ED 402 136 (RC)

Task Analysis Strategies and Practices. Practice Application Brief.
ED 404 571 (CE)

Teacher Education and Gender Equity. ERIC Digest.
ED 408 277 (SP)

Teaching about Democratic Constitutionalism. ERIC Digest.
ED 410 177 (SO)

Teaching about Japan: Lessons and Resources.
ED 401 223 (SO)

Teaching English Abroad: An Introduction. ERIC Digest.
ED 406 848 (FL)

Teaching English to Gifted Students. ERIC Digest.
ED 400 561 (CS)

Teaching Evolution in School Science Classes. ERIC Digest.
ED 402 148 (SE)

Teaching Foreign Languages to At-Risk Learners. ERIC Digest.
ED 402 788 (FL)

Teaching Science in the Field. ERIC Digest.
ED 402 154 (SE)

Technology in Community Colleges. ERIC Digest.
ED 399 992 (JC)

The Thin Green Line: Community Colleges' Struggle To Do More with Less. ERIC Digest.
ED 400 024 (JC)

TQM and Faculty Evaluation: Ever the Twain Shall Meet? ERIC Digest.
ED 408 004 (JC)

Transfer and Articulation: Improving Policies To Meet New Needs. New Directions for Community Colleges, Number 96.
ED 400 912 (JC)

Trends in Educational Technology 1995. ERIC Digest.
ED 398 861 (IR)

Underachievement among Gifted Minority Students: Problems and Promises. ERIC Digest E544.
ED 409 660 (EC)

Unschooled Migrant Youth: Characteristics and Strategies To Serve Them. ERIC Digest.
ED 405 158 (RC)

Using Grading Guides To Shape and Evaluate Business Writing. ERIC Digest.
ED 399 562 (CS)

Vernacular Dialects in U.S. Schools. ERIC Digest.
ED 406 846 (FL)

Violence Prevention: A Group Discussion Approach.
ED 398 520 (CG)

Visionary Leadership. ERIC Digest, Number 110.
ED 402 643 (EA)

Vocational Teacher Education Reform. ERIC Digest No. 180.
ED 407 572 (CE)

We the People...The Citizen and the Constitution. ERIC Digests.
ED 406 265 (SO)

What Can I Teach My Young Child about the Environment?
ED 405 195 (SE)

What Should Parents Know about Full-Day Kindergarten?
ED 405 129 (PS)

When Retention Is Recommended, What Should Parents Do? ERIC Digest.
ED 408 102 (PS)

Whole Language and Adult Education. ERIC Digest.
ED 409 557 (CS)

Why Bilingual Education? ERIC Digest.
ED 403 101 (RC)

Wired: The Electronic Job Search. ERIC Digest No. 172.
ED 399 411 (CE)

Women and Literacy: Guide to the Literature and Issues for Woman-Positive Programs. Information Series No. 367.
ED 400 381 (CE)

Women in Community College Leadership Roles. ERIC Digest.
ED 400 025 (JC)

Working with Perfectionist Students. ERIC Digest.
ED 400 124 (PS)

Working with Shy or Withdrawn Students. ERIC Digest.
ED 402 070 (PS)

Workplace ESL Instruction: Interviews from the Field.
ED 407 879 (FL)

XueQian ErTong FaZhan PingGu (Assessing the Development of Preschoolers). ERIC Digest.
ED 407 182 (PS)

YaYi MeiGuo ErTong: JiaoShi Suo Ying LiaoJie De. (Asian American Children: What Teachers Should Know). ERIC Digest.
ED 407 181 (PS)

Year-Round Schools.
ED 406 742 (EA)

ZhiChi QingChunQi NuSheng De FaZhan (Supporting Girls in Early Adolescence). ERIC Digest.
ED 407 185 (PS)

Ontario Inst. for Studies in Education, Toronto.

Violence Prevention: A Group Discussion Approach.
ED 398 520 (CG)

ORBIS Associates, Washington, DC.

Comprehensive Planning: Guidance for Educators of American Indian and Alaska Native Students. ERIC Digest.
ED 400 145 (RC)

Document Resumes for Adjunct Clearinghouse Publications (Arranged by Adjunct)

The following ten (10) resumes announced in 1997 represent eight (8) publications produced by the Adjunct ERIC Clearinghouse on ESL Literacy Education (formerly Literacy Education for Limited-English-Proficient Adults), one publication produced by the Adjunct ERIC Clearinghouse on International Civic Education, and one publication produced by the Adjunct ERIC Clearinghouse on U.S.-Japan Studies. These resumes also appear (and are indexed) in the main section of this bibliography under the Clearinghouses with which the adjuncts are associated (i.e., FL and SO).

ESL Literacy Education

ED 406 855 FL 801 140

Van Duzer, Carol

Improving ESL Learners' Listening Skills: At the Workplace and Beyond. ERIC PAIE Q & A.

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.; Center for Applied Linguistics, Washington, DC.

Spons Agency—Andrew W. Mellon Foundation, New York, NY.; Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1997-02-00

Contract—RR93002010

Note—6p.; A product of the Project in Adult Immigrant Education (PAIE).

Available from—NCLE, 1118 22nd Street N.W., Washington, DC 20037.

Pub Type— ERIC Publications (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Adult Learning, Class Activities, Cognitive Processes, *English (Second Language), *Language Processing, *Listening Comprehension, *Listening Skills, Second Language Instruction, Skill Development, *Vocational English (Second Language), *Work Environment

Listening is a critical element in the competent language performance of adult second language learners. Listening is a demanding process, because of both the process itself and factors that characterize the listener, speaker, message content, and any accompanying visual support. The speaker's use of colloquial language and reduced forms, familiarity of content, and ability to interpret visual supports also affect comprehension. Although once labeled a passive skill, listening is an active process of selecting and interpreting information, with several basic processes at work, each influencing teaching techniques and activities. Two cognitive processes, bottom-up and top-down, are also occurring. Research suggests a silent or pre-speaking period is beneficial for beginning language learners, allowing storage of information. Knowledge about the listening process and factors that affect it can guide listening skill development in English-as-a-Second-Language classes. Listening lessons should guide the learner through three stages: pre-listening; listening task; and post- listening activity. Numerous activities can develop listening skills: doing (physical); choosing; transferring; answering; condensing; extending; duplicating; modeling; and conversing. Teachers can incorporate activities in a way that reflects real-world integration of listening, speaking, reading, and writing. Contains 16 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 406 866 FL 801 152

Grognet, Alene Guss

Planning, Implementing, and Evaluating Workplace ESL Programs. PAIE Q & A.

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.; Center for Applied Linguistics, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1996-06-00

Contract—RR93002010

Note—6p.; Prepared by the Project in Adult Immigrant Education (PAIE) of the National Clearinghouse for ESL Literacy Education.

Available from—National Clearinghouse for ESL Literacy Education, 1118 22nd Street N.W., Washington, DC 20037.

Pub Type— ERIC Publications (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Curriculum Development, *English (Second Language), *Inplant Programs, Program Design, Program Evaluation, Program Implementation, *Second Language Programs, Student Evaluation, *Vocational English (Second Language)

Any employment-related English-as-a-Second-Language (ESL) program, whether conducted on the job or as pre-employment training, results from five steps: conducting a need analysis of the language and cultural awareness needed to perform successfully in the workplace; developing a curriculum, based on objectives, that identifies and prioritizes tasks and skills for verbal interaction on the job; planning instruction; determining instructional strategies that keep the class focused on objectives and learner-centered, and includes paired and group work; and formative and summative program evaluation. Workplace curriculum topics may include workplace communication expectations, following directions and instructions, job-specific terminology, cross- cultural issues, company organization and culture, and career development and training. Student evaluation methods include checklists for recording student progress, learner-generated learning logs, and individual learner portfolios containing student work samples, testing results, and self-analysis. Contains 19 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 407 879 FL 801 160

Burt, Miriam

Workplace ESL Instruction: Interviews from the Field.

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.; Center for Applied Linguistics, Washington, DC.

Spons Agency—Andrew W. Mellon Foundation, New York, NY.; Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1997-00-00

Contract—RR93002010

Note—59p.

Pub Type— ERIC Publications (071) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Agency Cooperation, Cost Effectiveness, Curriculum Design, Educational Needs, Financial Support, Inplant Programs, Instructional Effectiveness, Job Skills, Language Role, Language Usage, Literacy Education, Program Design, Program Evaluation, *School Business Relationship, Second Language Instruction, *Second Language Programs, Teacher Education, *Vocational English (Second Language), *Workplace Literacy

The report describes results of interviews with 18 workplace literacy education providers across the United States. Respondents include program directors, curriculum writers, teacher trainers, teachers, and consultants to programs serving a range of learners. An introductory section summarizes study methodology, workplace literacy program types, and issues and challenges identified. The second section describes five service provider partnership models and offers examples: (1) the workplace in partnership with an educational institution; (2) workplace-union partnership; (3) a business employing its own ESL teaching staff; (4) a private contractor offering educational services to business; and (5) a workplace offering programs in cooperation with a community-based organization. The third section discusses trends, challenges, and issues, and solutions encountered in the survey, including: securing funding; involving all partners; determining whether the program offers education or training; customizing the curriculum vs. developing generic competencies; demonstrating results; and developing a professional workforce to deliver instruction. An agenda for research is outlined in the fourth section; information needs include workplace skills and discourse, what works best in workplace education, and methods for assessing program outcomes, costs, and benefits. Contains 45 references. Several interview summaries are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 407 881 FL 801 162

Wiley, Terrence G.

Myths about Language Diversity and Literacy in the United States. ERIC Digest.

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-LE-97-01

Pub Date—1997-04-00

Contract—RR93002010

Note—4p.

Available from—NCLE, 1118 22nd Street N.W., Washington, DC 20037.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bilingual Education, *Cultural Pluralism, *English, English (Second Language), Immersion Programs, *Language Attitudes, Language of Instruction, *Language Role, Limited English Speaking, *Literacy, Minority Groups, Public Opinion

Identifiers—ERIC Digests

Four common myths or misconceptions in the United States about language are discussed, drawing on historical evidence and contemporary data. These myths are that: (1) the predominance of English and English literacy is threatened; (2) English literacy is the only literacy worth noting; (3) English illiteracy is high because language minorities are not as eager to learn English and assimilate as prior generations were; and (4) the best way to promote English literacy is to immerse children and adults in English-only instruction. It is concluded that the persistence of the myth of English monolingualism in the United States reflects the belief that English is the only language that counts, and the mentality that language diversity is a problem rather than a resource. Most national literacy estimates are based solely on English abilities, tending to inflate the perception that there is a literacy crisis. Contains 18 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 407 882 FL 801 163

Weddel, Kathleen Santopietro Van Duzer, Carol

Needs Assessment for Adult ESL Learners. ERIC Digest.

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-LE-97-02

Pub Date—1997-05-00

Contract—RR93002010

Note—4p.

Available from—NCLE, 1118 22nd Street N.W., Washington, DC 20037.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

ESL Literacy Education (Cont.)

Descriptors—*Adult Basic Education, Adult Students, *Educational Needs, *English (Second Language), Evaluation Methods, *Literacy Education, *Needs Assessment, Second Language Instruction

Identifiers—ERIC Digests

A needs assessment for use with adult learners of English is a tool that examines, from the learner's perspective, what kinds of English, native language, and literacy skills the learner believes he has, literacy contexts in which the learner lives and works, what he wants and needs to know to function in those contexts, what he expects to gain from the instructional program, and what might need to be done in the native language or with the aid of an interpreter. It continues throughout the instructional program, serving several purposes: aiding administrator, teachers, and tutors with learner placement and in developing materials, curricula, skills assessments, teaching approaches, and teacher training; assuring a flexible, responsive curriculum; and providing both instructor and learner with information about what the learner brings to the course, what is accomplished during the course, and what the learner needs to know next. Needs assessment can take a variety of forms, including survey questionnaires, learner-compiled inventories of language and literacy use, learner interviews, review of reading materials, class discussion, personal or dialogue journals; or learner-prepared timelines. To be effective, assessment must be appropriate to the learner or group of learners. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 409 746 FL 801 173

Bello, Tom

Improving ESL Learners' Writing Skills. ERIC Digest.

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC

Report No. —EDO-LE-97-03

Pub Date—1997-06-00

Contract—RR93002010

Note—4p.

Available from—NCLE, 1118 22nd Street, Washington, DC 20037.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, Educational Strategies, *English (Second Language), *Free Writing, *Language Experience Approach, Letters (Correspondence), *Literacy Education, Needs Assessment, Second Language Instruction, Skill Development, Student Attitudes, Vocabulary Development, Writing Exercises, *Writing Instruction, Writing Processes, *Writing Skills

Identifiers—ERIC Digests

Learning to write in English-as-a-Second-Language (ESL) provides learners with a voice in their new culture and enhances language acquisition. There are two general approaches to teaching writing: free writing, which is not necessarily edited or revised, and process writing which is revised and edited and shared with a wider audience. In addition, the language experience approach is often used with beginning literacy learners to provide opportunities for reading and writing through personal experiences and oral language. Teachers and learners may also have specific kinds of writing they want to do or specific skills to be developed. Writing activities that are engaging and challenging, add variety to writing instruction, and develop important literacy skills may include: having learners write about what they want to learn, by writing a simple letter, dialogue journal entry, or response to a question; reacting to a text or stimulus; writing letters, such as letters of complaint, cover letters, or advice letters; analyzing and synthesizing information; and making lists, which helps generate vocabulary and provides the basis for larger pieces. Teachers should give learners opportunities to write about meaningful topics, participate in varied writing activities, and feel that their writing has value. Contains 12 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 409 747 FL 801 174

Nixon, Thomas; Keenan, Fran

Citizenship Preparation for Adult ESL Learners. ERIC Digest.

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC

Report No. —EDO-LE-97-04

Pub Date—1997-06-00

Contract—RR93002010

Note—4p.

Available from—NCLE, 1118 22nd Street, Washington, DC 20037.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Citizenship Education, Class Activities, Classroom Techniques, Educational Needs, Educational Strategies, *English (Second Language), Federal Government, *Immigrants, Information Sources, *Limited English Speaking, *Literacy, Literacy Education, Public Agencies, Reference Materials, Second Language Instruction, Standardized Tests, Teacher Role, Testing, Time Factors (Learning)

Identifiers—ERIC Digests, Immigration and Naturalization Service

Recent levels of naturalization have reached record highs. Since 1950, most applicants must meet strict English literacy and civics requirements. An Immigration and Naturalization Service (INS) examiner evaluates the applicant's knowledge of U.S. history and government, administers a short written dictation, and conducts an oral interview. Citizenship classes are often offered within publicly-funded education programs or at community or social service organizations. The rate of low-literate learners in these classes is rising. The teacher's role is to teach about the naturalization process and the benefits of citizenship, prepare the student for the oral and written exams, empower the student, and provide referrals for legal advice. Teachers use two basic approaches to teaching citizenship: conducting a social science or civic education course, or teach only the items on the exam. Learners often enroll just before the INS interview, leaving little time to develop adequate skills. Class activities based on the exam may include: arranging the 100 INS questions by theme; class contests; information gap activities; tape recording; flash cards; dictation; role-playing; drill patterns; cloze exercises; and testing practice. A number of information sources are available to teachers. Contains 10 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 409 748 FL 801 175

Grognet, Allene Guss

Integrating Employment Skills into Adult ESL Instruction. ERIC/PAIE Q & A.

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC

Pub Date—1997-06-00

Contract—RR93002010

Note—6p.; A product of the Project in Adult Immigrant Education (PAIE).

Available from—NCLE, 1118 22nd Street, Washington, DC 20037

Pub Type— ERIC Publications (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Educational Needs, Employment Patterns, *English (Second Language), Job Skills, *Labor Force Development, Language Proficiency, *Language Role, Language Usage, Limited English Speaking, *Literacy Education, On the Job Training, Second Language Instruction, *Vocational Education, Vocational English (Second Language), Work Environment

Identifiers—Secretarys Comm on Achieving Necessary Skills

This "Q & A" discusses how employment preparation can be integrated into English-as-a-Second-Language (ESL) curriculum, whether in a workplace or standard adult ESL program. It first chronicles the historical link, since federal legislation in 1964, between employment and adult education and the relationship between employment and ESL instruction with the large influx of immigrants since the 1970s. The distinction between workforce and workplace instruction is discussed, noting trends in this area since the 1970s. Research on both linguistic skills and other workplace skills needed in the workplace is reviewed briefly, and five areas of workplace competency identified in a major federal report by the Secretary of Labor's Commission on Achieving Necessary Skills (SCANS) are detailed: resource management; information management; social interaction; systems behavior and performance skills; and technology utilization. Ways in which ESL practitioners can teach the SCANS skills are discussed briefly, and other ways in which they can advance workplace ESL instruction are noted. Contains 33 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

International Civic Education

ED 401 222 SO 027 216

Patrick, John J., Ed.; Pinhey, Laura A., Ed.

Resources on Civic Education for Democracy: International Perspectives. Yearbook No. 1.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; Adjunct ERIC Clearinghouse for International Civic Education, Bloomington, IN.

Spons Agency—Center for Civic Education, Calabasas, CA.; Office of Educational Research and Improvement (ED), Washington, DC

Pub Date—1996-00-00

Contract—RR93002014

Note—154p.

Available from—Adjunct ERIC Clearinghouse for International Civic Education, Indiana University, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408-2698; phone: (800) 266-3815; fax: (812) 855-0455.

Pub Type— Reference Materials - Bibliographies (131) — Guides - Non-Classroom (055) — ERIC Publications (071)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Annotated Bibliographies, *Citizenship, *Citizenship Education, *Civics, *Democracy, Democratic Values, Elementary Secondary Education, Foreign Countries, Global Approach, Higher Education, Law Related Education, Social Studies, World Affairs

Identifiers—CIVITAS, ERIC, ERIC Digests

This resource guide is intended to facilitate cooperation and exchange of knowledge among civic educators around the world. Divided into four parts, part 1 is a civic education paper, "Principles of Democracy for the Education of Citizens" (John J. Patrick), that discusses facets of the idea of democracy and their relationships to civic education. Part 2 is "An Annotated Bibliography on Civic Education from the ERIC Database" with items selected from 1990 until July 1996 that reflect various projects in the United States and other parts of the world; diverse pedagogical practices; and different

International Civic Education (Cont.)

levels of education from the primary levels to secondary levels to post-secondary levels. Part 3 includes 15 ERIC Digests on topics in civic education that have been published from 1988-1996. Part 4 is "An International Directory of Civic Education Leaders and Programs" that includes names, addresses, and telephone numbers of prominent persons, projects, and organizations involved in civic education from many countries and various regions around the world. The Appendix contains: (1) the CIVITAS brochure; (2) a sample ERIC document resume; (3) a sample ERIC journal article resume; (4) a call for ERIC documents on civic education; (5) an announcement for the ERIC Clearinghouse for Social Studies/Social Science Education book, "Building Civic Education for Democracy in Poland" (Richard C. Remy, Jacek Strzemieczny); and (6) "Civic Education on the Internet: An Introduction to CIVNET." (JEH)

U.S.-Japan Studies

ED 401 223 SO 027 217

Bernson, Mary Hammond, Ed. Wojtan, Linda S., Ed.

Teaching about Japan: Lessons and Resources.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; Adjunct ERIC Clearinghouse for United States-Japan Studies, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1996-00-00

Contract—RR93002014

Note—163p.

Available from—Social Studies Development Center, 2805 East 10th Street, Suite 120, Bloomington IN 47408-2698; (800) 266-3815.

Pub Type— Guides - Non-Classroom (055) — ERIC Publications (071)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Area Studies, *Asian Studies, Elementary Secondary Education, Foreign Countries, *Foreign Culture, *Global Education, *Japanese, Multicultural Education, Resource Materials, Social Studies, *Teacher Developed Materials, Teaching Guides

Identifiers—*Japan

This document is a revised and updated version of two publications: "Modern Japan: An Idea Book for K-12 Teachers" and "Resources for Teaching About Japan." These lesson plans were developed by teachers who participated in a summer institute on Japan, sponsored by the East Asia Resource Center at the Jackson School of International Studies, University of Washington. Part 1 of this volume, "Lessons and Ideas for Teaching About Japan," consists of 39 lesson plans dealing with a variety of topics concerning Japan and its culture, such as Japanese games, songs, art, artifacts, geography, language, literature, and education. In many cases, these lesson plans are accompanied by teacher background information and reproducible handouts and worksheets. They illustrate the ways in which outstanding teachers weave information about Japan into classes across the curriculum, bringing a crucial comparative perspective to subjects that might otherwise be taught with content solely referring to the United States. All of the lessons are self-contained or based on readily available resources, usable by teachers who have not necessarily had first-hand Japan experience. Part 2, "Resources for Teaching About Japan," is designed to address the need for creative curriculum materials, innovative pedagogy, and challenging professional development. This section reflects an attempt to provide a list of organizations that work specifically with K-12 teachers, understand their needs, respect their challenges, and design meaningful materials. This section is intended to foster mutual understanding and to enhance the lessons contained in Part 1. The following categories comprise the listed resources: (1) Outreach Programs that are often part of a Title VI funded East Asian Studies program and programs connected to museums and educational organizations; (2) Related Organizations that may not focus on Japan specifically, but provide services and materials helpful to those teaching about Japanese culture; (3) Audio-Visual Materials; (4) Japanese Embassy and Consulates General directories; (5) Japan External Trade Organization (JETRO) whose offices provide technical assistance as well as print and audio-visual resources; (6) Japan National Tourist Organization (JNTO) which provides brochures, maps, posters, and free-loan films; (7) Japanese Chambers of Commerce in the United States which often provide speakers and sponsor study trips to Japan for teachers; (8) Exchange programs for teachers and students; (9) Japan-America Societies founded to enhance understanding between the two cultures, offering programs, special events, sources and materials useful to educators; (10) Sister Cities/Sister States lists; (11) Language instruction sources providing assistance for teachers; (12) Publishers, Distributors, and Newsletters containing materials useful to K-12 classrooms; and (13) Funding. Part 3, "ERIC Resources for Teaching About Japan," consists of a selective bibliography of resources for teaching about Japan. Part 4, "National Clearinghouse for United States-Japan Studies and Electronic Resources," introduces the National Clearinghouse on United States-Japan Studies services and publications and lists numerous useful electronic resources. (MLJ)

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APPENDIXES

ERIC®-At-A-Glance (ERIC System Components Graphically Displayed)

ERIC® Ready Reference
August 1998

ERIC

System Funding and Management

U.S. DEPARTMENT OF EDUCATION
OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT
NATIONAL LIBRARY OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER

Clearinghouses (16)

Adult, Career, and Vocational Education CE	Assessment and Evaluation TM	Community Colleges JC	Counseling and Student Services CG	Disabilities and Gifted Education EC	Educational Management EA	Elementary and Early Childhood Education PS	Higher Education HE
Information and Technology IR	Languages and Linguistics FL	Reading, English, and Communication CS	Rural Education and Small Schools RC	Science, Mathematics, & Environmental Education SE	Social Studies/ Social Science Education SO	Teaching and Teacher Education SP	Urban Education UD

Adjunct Clearinghouses (10)

Child Care (To PS)	Clinical Schools (To SP)	Consumer Education (To CE)	Entrepreneurship Education (To JC)	ESL Literacy Education (To FL)
International Civic Education (To SO)	Law-Related Education (To SO)	Service-Learning (To SO)	Test Collection (To TM)	U.S.-Japan Studies (To SO)

System Support Services (4)

ERIC Processing and Reference Facility *(Database Management)*	ERIC Document Reproduction Service (EDRS) *(Micrographics and Document Delivery)*	ACCESS ERIC *(Outreach)*	U.S. Government Printing Office (GPO) *(Publishing **Resources in Education**)*

Private Sector

Vendors Offering ERIC-Related Services

ERIC Bibliographic Database Vendors

Online Access	CD-ROM
Data Star	EBSCO
Dialog	Dialog
OCLC	National Information Services Co. (NISC)
Ovid Technologies	Oryx Press
	SilverPlatter Information

ERIC Document/Article Delivery Services

Documents (Microfiche/Paper Copies)	Journal Article Reprints
DynEDRS, Inc. (Operator of EDRS)	DIALOG – UnCover Service Institute for Scientific Information (ISI) – Genuine Article Service University Microfilms International (UMI) – Article Reprint Service

Publishing

Current Index to Journals in Education (CIJE) – Oryx Press
Resources in Education (RIE) Annual Indexes – Oryx Press
Thesaurus of ERIC Descriptors – Oryx Press

ERIC Information Resources; Referral Databases; Digests in Full Text, Internet-Based Files/Services

America Online
Internet (various locations providing database segments, digest full text, electronic library services, etc.)

Public Sector

Users

Administrators; Counselors; Curriculum and Program Developers; Journalists; Librarians; Media Staff; Parents; Policymakers; Researchers; School Boards; Students; and Teachers

Prepared by the: ERIC Processing & Reference Facility, 1100 West Street, 2nd Floor, Laurel, MD 20707-3598; Tel.: 301-497-4080; Toll Free: 800-799-3742; FAX: 301-953-0263; e-mail: ericfac@inet.ed.gov; WWW: http://ericfac.piccard.csc.com

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ERIC® Ready Reference #6
August 1998

ERIC® NETWORK COMPONENTS

The ERIC network of organizations is comprised of the following major components:

• ERIC Program Office

The central funding and monitoring unit within the U.S. Department of Education, Office of Educational Research and Improvement (OERI). Responsible for overall management of the ERIC network.

Educational Resources Information Center (ERIC)
National Library of Education (NLE)
Office of Educational Research and Improvement (OERI)
555 New Jersey Avenue, N.W.
Washington, DC 20208-5721
Telephone: 202-219-2221
FAX: 202-219-1817
e-mail: eric@inet.ed.gov

• ERIC Clearinghouses

Sixteen contractors from the academic and not-for-profit sectors, each responsible for collecting the significant educational literature within their particular scope of interest area (e.g., career education), selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the database, and also for synthesizing the literature and providing information analysis products (e.g., Digests) and various user services. (See list on p. 2-3.)

• Adjunct ERIC Clearinghouses

Various organizations that cooperate with ERIC Clearinghouses at no cost to ERIC to cover a particular specialized area of education in which they have a special interest, e.g., consumer education. (See list on p. 4.)

• ERIC Support Components

Four components providing various specialized technical services in support of the ERIC Program Office, ERIC Clearinghouses, and each other: e.g., centralized database management and abstract journal production, document delivery and micrographics, outreach and user services, and commercial publishing (*Current Index to Journals in Education* (CIJE) and ERIC *Thesaurus*). (See list on p.4.)

ERIC Clearinghouse on ADULT, CAREER, AND VOCATIONAL EDUCATION (CE)

Ohio State University
Center on Education and Training for Employment
1900 Kenny Road
Columbus, Ohio 43210-1090
Telephone: 614-292-4353; 800-848-4815
FAX: 614-292-1260
e-mail: ericacve@postbox.acs.ohio-state.edu

All levels of adult and continuing education from basic literacy training through professional skill upgrading. The focus is upon factors contributing to the purposeful learning of adults in a variety of life situations usually related to adult roles (e.g., occupation, family, leisure time, citizenship, organizational relationships, retirement, and so forth). [Includes input from Adjunct ERIC Clearinghouse on Consumer Education.]

ERIC Clearinghouse on ASSESSMENT AND EVALUATION (TM)

University of Maryland, College Park
Schriver Hall
College Park, Maryland 20742-5701
Telephone: 301-405-7449; 800-464-ERIC (3742)
FAX: 301-405-8134
e-mail: ericae@ericae.net

All aspects of tests and other measurement devices. The design and methodology of education-related research, measurement, and evaluation. The evaluation of educational programs and projects. The application of tests, measurement, and evaluation devices/instrumentation in education projects and programs. [Includes input from Adjunct ERIC Clearinghouse for the Test Collection.]

ERIC Clearinghouse for COMMUNITY COLLEGES (JC)

University of California at Los Angeles (UCLA)
405 Hilgard Avenue, 3051 Moore Hall
P.O. Box 951521
Los Angeles, California 90024-1521
Telephone: 310-825-3931; 800-832-8256
FAX: 310-206-8095
e-mail: ericcc@ucla.edu

Development, administration, and evaluation of two-year public and private community and junior colleges, technical institutes, and two-year branch university campuses. Two-year college students, faculty, staff, curricula, programs, support services, libraries, and community services. Linkages between two-year colleges and business/industrial/community organizations. Articulation of two-year colleges with secondary and four-year postsecondary institutions. [Includes input from Adjunct ERIC Clearinghouse on Entrepreneurship Education.]

ERIC Clearinghouse on COUNSELING AND STUDENT SERVICES (CG)

University of North Carolina at Greensboro
School of Education
201 Ferguson Building, P.O. Box 26171
Greensboro, North Carolina 27402-6171
Telephone: 336-334-4114; 800-414-9769
FAX: 336-334-4116
e-mail: ericcass@uncg.edu

Preparation, practice, and supervision of counselors at all educational levels and in all educational settings. Theoretical development of counseling and guidance, as it pertains to education, including the nature of relevant human characteristics. Use and results of personnel practices and procedures. Group process (counseling, therapy, dynamics) and case work in education settings.

ERIC Clearinghouse on DISABILITIES AND GIFTED EDUCATION (EC)

Council for Exceptional Children (CEC)
1920 Association Drive
Reston, Virginia 20191-1589
Telephone: 703-264-9474; 800-328-0272
FAX: 703-620-2521
e-mail: ericec@cec.sped.org

All aspects of the education and development of persons (of all ages) who have disabilities or who are gifted, including the delivery of all types of education-related services to these groups. Includes prevention, identification and assessment, intervention, and enrichment for these groups, in both regular and special education settings.

ERIC Clearinghouse on EDUCATIONAL MANAGEMENT (EA)

University of Oregon (Dept. 5207)
1787 Agate Street
Eugene, Oregon 97403-5207
Telephone: 541-346-5043; 800-438-8841
FAX: 541-346-2334
e-mail: ppiele@oregon.uoregon.edu

All aspects of the governance, leadership, administration, and structure of public and private educational organizations at the elementary and secondary levels, including the provision of physical facilities for their operation.

ERIC Clearinghouse on ELEMENTARY AND EARLY CHILDHOOD EDUCATION (PS)

University of Illinois at Urbana-Champaign
Children's Research Center, Room 13
51 Gerty Drive
Champaign, Illinois 61820-7469
Telephone: 217-333-1386; 800-583-4135
FAX: 217-333-3767
e-mail: ericeece@uiuc.edu

All aspects of the physical, cognitive, social, emotional, educational, and cultural development of children, from birth through early adolescence. Among the topics covered are: prenatal and infant development and care, parent education, home and school relationships, learning theory research and practice related to children's development, preparation of early childhood teachers and caregivers, and educational programs and community service for children. [Includes input from Adjunct ERIC Clearinghouse for Child Care.]

ERIC Clearinghouse on HIGHER EDUCATION (HE)

George Washington University
One Dupont Circle, N.W., Suite 630
Washington, DC 20036-1183
Telephone: 202-296-2597; 800-773-ERIC (3742)
FAX: 202-452-1844
e-mail: eriche@eric-he.edu

All aspects of the conditions, programs, and problems at colleges and universities providing higher education (i.e., four-year degrees and beyond). This includes governance and management, planning, finance, inter-institutional arrangements, business or industry programs leading to a degree, institutional research at the college/university level, Federal programs, legal issues and legislation, professional education (e.g., medicine, law, etc.) and professional continuing education.

ADJUNCT AND AFFILIATE ERIC CLEARINGHOUSES

Adjunct ERIC CH on
Child Care
National Child Care Information Center
301 Maple Avenue, Suite 602
Vienna, Virginia 22180
Tel.: 800-616-2242
FAX: 800-716-2242
e-mail: agoldstein@acf.dhhs.gov

Adjunct ERIC CH on
Clinical Schools
American Assoc. of Colleges for
Teacher Education (AACTE)
One Dupont Circle, NW, Suite 610
Washington, DC 20036-1186
Tel.: 202-293-2450
800-822-9229
FAX: 202-457-8095
e-mail: iabdalha@inet.ed.gov

Adjunct ERIC CH on
Consumer Education
National Institute for Consumer
Education (NICE)
Eastern Michigan University
207 Rackham Building, West Circle Drive
Ypsilanti, Michigan 48197-2237
Tel.: 313-487-2292
FAX: 313-487-7153
e-mail: nice@emuvax.emich.edu

Adjunct ERIC CH on
Entrepreneurship Education
University of California at
Los Angeles (UCLA)
Moore Hall A325G
405 Hilgard Avenue
Los Angeles, California 90095-1521
Tel.: 310-206-9549
888-423-5233
FAX: 310-206-8095
e-mail: celcee @ucla.edu

Adjunct ERIC CH for
ESL Literacy Education
National Clearinghouse for
Literacy Education (NCLE)
Center for Applied Linguistics (CAL)
1118 22nd Street, NW
Washington, DC 20037-0037
TEL: 202-429-9292, Ext. 200
FAX: 202-659-5641
e-mail: ncle@cal.org

Adjunct ERIC CH for
International Civic Education
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite
120
Bloomington, Indiana 47408-2
TEL.: 812-855-3838
800-266-3815
FAX: 812-855-0455
e-mail: patrick@indiana.edu

Adjunct ERIC CH for
Law-Related Education
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, Indiana 47408-2698
Tel.: 812-855-3838
800-266-3815
FAX: 812-855-0455
e-mail: patrick@indiana.edu

Adjunct ERIC CH for
Service-Learning
University of Minnesota
College of Education and
Human Development
VoTech Building, R-460
1954 Buford Avenue
St. Paul, Minnesota 55108
Tel.: 612-625-6276
800-808-SERV
FAX: 612 625-6277
e-mail: serv@maroon.tc.umn.edu

Adjunct ERIC CH for the
Test Collection
Educational Testing Service (ETS)
ETS Test Collection
Rosedale and Carter Roads
Princeton, New Jersey 08541
Tel.: 609-734-5737
FAX: 609-683-7186
e-mail: serv@maroon.tc.umn.edu

Adjunct ERIC CH for
United States-Japan Studies
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, Indiana 47408-2698
Tel.: 812-855-3838
800-266-3815
FAX: 812-855-0455
e-mail: japan@indiana.edu

****

National Clearinghouse for
Educational Facilities
e-mail: ncefinfo@edfacilities.org
WWW: http://www.edfacilities.org

National TRIO Clearinghouse
National Council of Educational
Opportunity Associates
1025 Vermont Avenue, N.W., Suite 900
Washington, DC 20005
Tel.: 202-347-7430
FAX: 202-347-0786
e-mail: clearinghouse@hq.nceoa.org

ERIC SUPPORT COMPONENTS

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Laurel, Maryland 20707-3598
Tel.: 301-497-4080, 800-799-ERIC (3742)
FAX: 301-953-0263
e-mail: ericfac@inet.ed.gov

OUTREACH AND USER SERVICES

ACCESS ERIC
Aspen Systems Corporation
2277 Research Boulevard, 7A
Rockville, Maryland 20850
Tel.: 301-519-5157; 800-LET-ERIC (538-3742)
FAX: 301-519-6760
e-mail: acceric@inet.ed.gov

DOCUMENT DELIVERY AND MICROGRAPHICS

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7420 Fullerton Road, Suite 110
Springfield, Virginia 22153-2852
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FAX: 703-440-1408
e-mail: service@edrs.com

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4041 North Central Avenue at Indian School
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Phoenix, Arizona 85012-3397
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FAX: 800-279-4663; 602-265-6250
e-mail: info@oryxpress.com

ERIC CLEARINGHOUSES

ERIC Clearinghouse on INFORMATION & TECHNOLOGY (IR) Syracuse University

Center for Science and Technology, 4th Floor, Room 194
Syracuse, New York 13244-4100
Telephone: 315-443-3640; 800-464-9107
FAX: 315-443-5448
e-mail: eric@ericir.syr.edu

AskERIC (Question-answering service via Internet): askeric@askeric.org
Educational technology and library/information science at all academic levels and with all populations, including the preparation of professionals. The media and devices of educational communication, as they pertain to teaching and learning (in both conventional and distance education settings). The operation and management of libraries and information services. All aspects of information management and information technology related to education.

ERIC Clearinghouse on LANGUAGES AND LINGUISTICS (FL)

Center for Applied Linguistics (CAL)
1118 22nd Street, N.W.
Washington, DC 20037-1214
Telephone: 202-429-9292; 800-276-9834
FAX: 202-659-5641
e-mail: eric@cal.org

Languages and language sciences. All aspects of second language instruction and learning in all commonly and uncommonly taught languages, including English as a second language. Bilingualism and bilingual education. Cultural education in the context of second language learning, including intercultural communication, study abroad, and international educational exchange. All areas of linguistics, including theoretical and applied linguistics, sociolinguistics, and psycholinguistics. [Includes input from Adjunct ERIC Clearinghouse on ESL Literacy Education.]

ERIC Clearinghouse on READING, ENGLISH, AND COMMUNICATION (CS)

Indiana University
Smith Research Center, Suite 150
2805 East 10th Street
Bloomington, Indiana 47408-2698
Telephone: 812-855-5847; 800-759-4723
FAX: 812-855-4220
e-mail: ericcs@ucs.indiana.edu

Reading and writing, English (as a first language), and communication skills (verbal and nonverbal), kindergarten through college. Includes family or intergenerational literacy. Research and instructional development in reading, writing, speaking, and listening. Identification, diagnosis, and remediation of reading problems. Speech communication (including forensics), mass communication (including journalism), interpersonal and small group interaction, oral interpretation, rhetorical and communication theory, and theater/drama. Preparation of instructional staff and related personnel in all the above areas.

ERIC Clearinghouse on RURAL EDUCATION AND SMALL SCHOOLS (RC)

Appalachia Educational Laboratory (AEL)
1031 Quarrier Street, Suite 607, P.O. Box 1348
Charleston, West Virginia 25325-1348
Telephone: 304-347-0461; 800-624-9120
FAX: 304-347-0487
e-mail: ericrc@ael.org

Curriculum and instructional programs and research/evaluation efforts that address the education of students in rural schools or districts, small schools wherever located, and schools of districts wherever located that serve American Indian and Alaskan natives, Mexican Americans, and migrants, or that have programs related to outdoor education. Includes the cultural, ethnic, linguistic, economic, and social conditions that affect these educational institutions and groups. Preparation programs, including related services, that train education professionals to work in such contexts.

ERIC Clearinghouse for SCIENCE, MATHEMATICS, AND ENVIRONMENTAL EDUCATION (SE)

Ohio State University
1929 Kenny Road
Columbus, Ohio 43210-1080
Telephone: 614-292-6717; 800-276-0462
FAX: 614-292-0263
e-mail: ericse@osu.edu

Science, mathematics, engineering/technology, and environmental education at all levels. The following topics when focused on any of the above broad scope areas: applications of learning theory; curriculum and instructional materials; teachers and teacher education; educational programs and projects; research and evaluative studies; applications of educational technology and media.

ERIC Clearinghouse for SOCIAL STUDIES/ SOCIAL SCIENCE EDUCATION (SO)

Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, Indiana 47408-2698
Telephone: 812-855-3838; 800-266-3815
FAX: 812-855-0455
e-mail: ericso@.indiana.edu

All aspects of Social Studies and Social Science Education, including values education (and the social aspects of environmental education and sex education), international education, comparative education, and cross-cultural studies in all subject areas (K-12). Ethnic heritage, gender equity, aging, and social bias/discrimination topics as they pertain to education. Also covered are music, art, and architecture as related to the fine arts. [Includes input from Adjunct ERIC Clearinghouses for U.S.-Japan Studies, Law-Related Education, International Civic Education, and Service-Learning.]

ERIC Clearinghouse on TEACHING AND TEACHER EDUCATION (SP)

American Association of Colleges for Teacher Education (AACTE)
1307 New York Avenue, N.W., Suite 300
Washington, DC 20005-4701
Telephone: 202-293-2450; 800-822-9229
FAX: 202-457-8095
e-mail: query@aacte.org

School personnel at all levels. Teacher recruitment, selection, licensing, certification, training, preservice and inservice preparation, evaluation, retention, and retirement. The theory, philosophy, and practice of teaching. Organization, administration, finance, and legal issues relating to teacher education programs and institutions. All aspects of health, physical, recreation, and dance education. [Includes input from Adjunct ERIC Clearinghouse on Clinical Schools.]

ERIC Clearinghouse on URBAN EDUCATION (UD)

Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 303, Box 40
525 West 120th Street
New York, New York 10027-6696
Telephone: 212-678-3433; 800-601-4868
FAX: 212-678-4012
e-mail: eric-cue@columbia.edu

The educational characteristics and experiences of the diverse racial, ethnic, social class, and linguistic populations in urban (and suburban) schools. Curriculum and instruction of students from these populations and the organization of their schools. The relationship of urban schools to their communities. The social and economic conditions that affect the education of urban populations, with particular attention to factors that place urban students at risk educationally, and ways that public and private sector policies can improve these conditions.

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EXPIRATION DATE

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Shipping (All Orders) ______
Additional Optional Charge ______
TOTAL COST ______

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REV: 3/1/98
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- **Standard** – Orders ship via USPS or UPS Ground (see back). You should receive your Order in 7-12 business days.
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☐ Next day air	$18.00
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MID-LEVEL SERVICE (4-8 BUSINESS DAYS)	
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☐ 2 day air (5-7 business days)	$ 5.50
☐ 3 day air (6-8 business days)	$ 3.50
☐ Fax (50-pages max.) (3-5 bus. days) $.30 x ____ (# pages) =	$____

Enter cost in Optional Charge box at left *in addition to* shipping charge.

(OVER)

SHIPPING RATES & INFORMATION

Shipping rates apply to all microfiche and paper copy orders, and are a separate cost from any optional charges. Rates are effective 1/1/98, and are subject to change without notice.

- DOMESTIC — Customers in Canada, Mexico, and the United States, including Puerto Rico and regions administered by the United States
  - Paper Copy (PC) orders ship via UPS
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- INTERNATIONAL — All orders are shipped via U.S. Air Mail — Many of our customers receive their orders in 7-15 business days. Mid-Level Fax Service only is available. Rush Fax available—contact EDRS for pricing.
- FAX — Fax service is limited to 50 pages per order. EDRS ships fax orders over 50 pages via Next Day Air.

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- Based on number of pages in original document
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PC02	26—50	$8.42	MF02	481—576	$1.67
PC03	51—75	$12.63	MF03	577—672	$1.92
PC04	76—100	$16.84	MF04	673—768	$2.17
PC05	101—125	$21.05	MF05	770—865	$2.42
PC06	126—150	$25.26	MF06	866—961	$2.67
Each additional 25 pages or fraction = $4.21			Each additional 96 pages (1 microfiche) or fraction = $.25		

◊EDRS prices effective January 1, 1998—December 31, 1998

Shipping Rates Chart

PC and Mixed MF/PC Orders

Order Value	*Domestic*◆	*International*
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$8.43—$16.84	$3.95	$7.25
$16.85—$25.00	$3.95	$11.95
$25.01—$50.00	$4.90	$17.00
$50.01—$75.00	$5.45	$30.00
$75.01—$100.00	$5.95	$35.00
$100.01—$125.00	$6.50	$45.00
$125.01—$150.00	$7.00	$50.00
$150.01—$175.00	$7.55	$60.00
$175.01—$200.00	$8.05	$65.00
$200.01—$225.00	$8.60	$70.00
$225.01—$250.00	$10.75	$75.00
$250.01—$275.00	$12.75	$80.00
$275.01—$300.00	$14.75	$85.00
Over $300.00	Contact EDRS for shipping charge.	

Microfiche Only Orders

Order Value	*Domestic*◆	*International*
Under $1.43	$0.55	$1.55
$1.43—$1.67	$1.00	$2.00
$1.68—$1.92	$1.25	$2.25
$1.93—$4.99	$1.50	$2.50
$5.00—$7.30	$1.70	$2.75
$7.31—$9.72	$1.95	$2.95
$9.73—$12.31	$2.15	$3.15
$12.32—$14.56	$2.30	$3.30
$14.57—$17.15	$2.40	$3.40
$17.16—$19.40	$3.75	$4.75
$19.41—$25.00	$4.00	$5.25

If your Order Subtotal is over $25.00, please use the PC & Mixed MF/PC Order Rate Chart at left, starting with $25.01

GENERAL INFORMATION

- CLAIMS POLICY—**ALL SALES ARE FINAL**. EDRS will replace products returned within 30 days of delivery due solely to reproduction defects or incompleteness caused by EDRS.
- DEPOSIT ACCOUNTS—For customers who have a continuing need for ERIC documents. See "PAYMENT," below.
  - DOMESTIC CUSTOMERS can establish an account for a $200.00 suggested minimum. In Virginia, if tax exempt, include a copy of the tax exemption certificate.
  - INTERNATIONAL CUSTOMERS can establish an account for a recommended minimum of $300.
- DOCUMENT AVAILABILITY—ERIC uses 3 codes to indicate the format in which a document is available
  - **Level 1**—available in both paper and microfiche; 1993 forward available in electronic format ($2.50 Base Price + $0.10 per page) via online order form
  - **Level 2**—available in microfiche only
  - **Level 3**—not available through EDRS; see "Available From" in the abstract for source information
- EJ ARTICLES—ERIC Journal (EJ) articles are **NOT** available through EDRS. For copies contact:
  - CARL Uncover: 800-787-7979 or 303-758-3030
  - ISI Document Solution: 800-523-1850 or 215-386-4399
  - UMI InfoStore: 800-248-0360 or 415-433-5500
- PAPER COPY (PC)—A laser-printed reproduction of electronic images created from the microfiche of the original document with a Vellum Bristol cover to identify and protect the document.
- PAYMENT
  - Prices do not include any sales, use, excise, or similar taxes that may apply to the sale of microfiche or paper copy to the customer. The cost of such taxes, if any, shall be borne by the customer.
  - We accept purchase orders from U.S. customers; terms [illegible] net 30 days. All other orders must be pre-paid in U.S. d[illegible] drawn on a U.S. bank (check, money order, credit card, o[illegible] EDRS deposit account).
  - The DynEDRS, Inc. Federal ID # is 54-1828547

◆ **Domestic = Customers in Canada, Mexico, and the United States, including Puerto Rico and regions administered by the United States.**